

Educable Mentally Handicapped



Curriculum Guide

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INTRODUCTORY SECTION



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Note: This curriculum guide is a service publication only. The
 official statement regarding the program for educable mentally
 handicapped students is contained in the Special Education Program
 of Studies. The information in this guide is prescriptive insofar
 as it duplicates the official statement given in the Program of
 Studies.

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The purpose of this book is to provide a guide to the study of philosophy. It is intended for students who are new to the subject and who need a clear and concise introduction to the basic concepts and methods of philosophy. The book is divided into two main parts: the first part deals with the history and development of philosophy, and the second part deals with the major branches of philosophy. The first part is divided into three sections: the first section deals with the ancient Greeks, the second section deals with the medieval period, and the third section deals with the modern period. The second part is divided into four sections: the first section deals with metaphysics, the second section deals with epistemology, the third section deals with ethics, and the fourth section deals with political philosophy. The book is written in a clear and concise style, and it includes many examples and illustrations to help students understand the concepts and methods of philosophy. The book is intended to be a useful guide for students who are new to the subject and who need a clear and concise introduction to the basic concepts and methods of philosophy.

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A. INTRODUCTION AND DESCRIPTION

The intent of this guide is to assist teachers in the development of viable educational programs to meet the needs of students who are educable mentally handicapped. The role of the teacher is seen as multi-dimensional in terms of providing assessment and suitable programs. The teacher is viewed as a facilitating agent whose influence must extend far beyond the classroom and the students, to the school in general, the school system, the student's home and particularly to the community which the school serves. Each of these has a significant role to play in assessment and program planning and therefore, in the delivery of services.

Schools characteristically accommodate the majority of school-age children preparing them for adult life and future employment. Special provision must be made to meet the varying needs of the children served.

Just as there are countless individual characteristics in regular students, such differences are equally apparent among students who are mentally handicapped. Present educational opinion suggests that the 'special' student should be provided with an education experience similar, as far as possible, to that of the 'regular' student. Schools, however, must not limit themselves to provision of an academic program only; instead, a commitment must be made to provide a much broader program which will lead ultimately to the fulfillment of the broader educational goal. The development of a student who is mentally handicapped must be reviewed individually in terms of intellectual potential, home and school experiences, social and psychological factors.

B. IDENTIFICATION AND SELECTION

While concerned here with the identification of students who are educable mentally handicapped, it must be pointed out that such a diagnosis is tentative and useful only when it assists in programming. The most important thing to be determined is the student's functioning level which is essential to the development of a suitable program. (See Special Education Handbook for further information.)

It is strongly recommended that a placement committee be formed to consider and recommend appropriate placement of the student.

C. GOALS

The aim and goals of this curriculum guide remain consistent with those approved in the Legislature (May 1978). These are printed in the Program of Studies as are the general objectives for special education.

D. DELIVERY SYSTEMS

Because of the diverse nature of school settings in which classes for students with mental handicaps are located, it is impossible and inadvisable to suggest one particular setting over another. It is recommended, however, that wherever possible, students with mental handicaps be integrated into a regular

classroom setting. It is imperative that this policy be enacted only after a careful assessment of the student's needs and of the regular classroom setting.

E. NORMALIZATION

A major goal of this curriculum guide is to provide students who are educable mentally handicapped with the necessary skills that will allow each person to live and work as an individual. This goal has been determined by the fact that in recent years there has been a significant change in the social policy relating to special groups of people. In brief, it is now felt that institutionalization should be avoided wherever possible and also that many special groups, and in particular people who are mentally handicapped, should live and work in the normal community setting. This more humanizing method of dealing with special groups has become known as the 'normalization principle'.

Basically, there are two factors that make it very difficult for a person who has a mental handicap to live a normal life in a community.

1. Lack of Opportunity to Learn. Because a person is handicapped, he is generally not given the same opportunities as a non-handicapped person to acquire the living and working skills that will be necessary to function in a community. Consequently, many individuals are forced into either a highly dependent life or may be institutionalized.

Although a student's educational needs will often dictate a more intense and specialized learning experience, it should be noted that an increase in program intensity has a most undesirable consequence; namely, it reduces students' opportunities to learn about a normal life environment. This situation makes it more difficult to normalize the life of the student with a mental handicap.

2. Handicapped People are Viewed as Deviant. Because of the way society has treated handicapped people in the past, the community views people with special needs as different or deviant. This perception of the handicapped leads to attitudes that make it very difficult for a person with a handicap to lead a normal life. These attitudes in the community serve to reduce opportunities available to the person and also serve to maintain different behavior patterns through expectation or self-fulfilling prophecy. As program intensity increases, there is a corresponding increase in the deviancy expectation of the student.

Thus, another unfavorable consequence results from increasing the intensity and specialization of the educational program offered to students; namely, the deviancy expectation of the student increases rapidly. It is obvious, that if the lives of students with a mental handicap are to be normalized, the phenomenon of deviancy expectation should be controlled.

Therefore, if schools are to educate all students so that they may lead a normal life, the educational experience must provide opportunities for acquiring living and working skills and also must attempt to break down the

attitudes of deviancy that surround students with a handicap. Utilization of the normalization principle in educational planning facilitates the attainment of these goals.

As the major portion of this curriculum guide attends to methods of developing opportunities for acquiring living and working skills, this section deals primarily with the problem of educational practices that reduce attitudes of deviancy. For a more complete description of the procedures suggested here, refer to W. Wolfensberger, Normalization (1972).

Attitudes of deviancy or 'differentism' can be either increased or reduced depending on how the teacher deals with the student in the classroom. Areas which should be considered in this respect are:

1. Chronological age appropriateness. When people with a handicap are treated as though they are younger than they really are, attention is drawn to their disability. Conversely, when activities and behavior are age-appropriate, the position of the person with the handicap is enhanced. Examples where considerations of age-appropriateness are important are:
 - a. Environment of the classroom. The furnishings and decor of the classroom should be age-appropriate. For example, health posters with comic book characters are demeaning to teenagers.
 - b. Possessions. The teacher should encourage age-appropriate possessions; for example, teenagers should not carry 'Donald Duck' lunch boxes, but should possess wallets, watches, jewellery, etc.
 - c. Labels and forms of address. Teachers of students who are educable mentally handicapped should speak to their students in the same manner as teachers of non-handicapped students. Pet phrases, such as 'my babies', although well intended, generally maintain deviancy expectations.
 - d. Activities, routines, rhythms. Special classrooms should maintain activity schedules identical to regular classrooms. Different recess times, school leaving times, etc. all draw attention to the student with a handicap.
 - e. Autonomy and rights. Frequently, students with a handicap are given less autonomy and fewer rights than regular students. Care should be taken to guarantee age-appropriate autonomy and rights to all people.
 - f. Sex behavior. Because of past views of people with a handicap, adults are often over-protective and paternalistic in regards to sexual behavior. The teacher must provide the opportunity to students for the learning of age-appropriate sexual behavior.
2. Culture-appropriateness. In the same way that people with a handicap are frequently treated in an age-inappropriate fashion, they are also often dealt with in a culturally-inappropriate manner. For example:

- a) Labels and forms of address. Labels like 'crazies', 'dumbies', 'retardates' should not be used. These terms have major effects in creating and maintaining attitudes of deviancy. It should be noted that even the use of terms such as E.M.H. can serve to focus on the disability, rather than the person. When used in this way, deviancy is maintained.
- b) Personal appearance. Frequently, people with a handicap are dressed in a culturally-inappropriate fashion. Teachers should stress to parents and students the importance of contemporary standards of fads and fashions.

In conclusion, it should be stressed that the teacher should attempt to maintain as normal a situation as possible. In addition to the above suggestions, the following types of questions have been found useful in determining the success of normalizing the educational experiences of students with handicaps. Teachers should ask themselves questions like the following:

- How is this classroom different from the average classroom for children of this age? (If it is a self-contained special class.)
- Would I want my child to be in this program? Why or why not?
- What is there about this person's appearance that makes him look different?
- Would I want my child to look like this? Why or why not?
- How do I talk about the student I teach to other people?
- Would I want a person to refer to me or my child in this manner? Why or why not?

The answer to these and similar questions will reveal how well the teacher is managing to implement the concepts of the 'normalization principle' into the teaching situation.

It follows that all students with handicaps should be integrated as much as possible into the regular educational process. It is understood that many barriers, both real and perceived, exist in our education practices, making total integration of all students into the regular educational stream difficult. However, continuing attempts should be made in the pursuit of integrating students with special needs into the regular school systems. Hopefully, such innovations as open, activity-centered classrooms, and objective-based teaching will lend the flexibility to our schools that will allow for greater integrating experiences.

F. COMMUNITY FOCUS

The long-range aim of special education, as in general education, is to develop the abilities of the individual in order that he fulfill his personal aspirations, while making a contribution to society (Goals of Education, 1977). Yet, students with special needs may find themselves in programs segregated, at least to some degree, from the mainstream of education, thus making it difficult to achieve these long-term goals. There is a tendency for special classes to become self-contained and isolated, and increasingly

remote from the community into which their students are to graduate. If isolation from the community is to be avoided, and indeed if the doctrine of normalization is to be taken seriously, a concentrated effort must be made to give special education classes a community focus.

'Community focus' can be interpreted in several ways. It can refer simply to the importance of always relating what is studied in the classroom to what goes on in the real world; classroom activities then, have a community focus. Students with mental handicaps may have difficulty transferring concepts and relationships from one situation to another. Talking about banking or punctuality or public service agencies, for example, may not be easily related to the student's own community. A further concrete step, that of actually identifying these concepts in the community, is necessary for students with mental handicaps. They need assistance in applying abstract ideas to concrete, real-life situations.

'Community focus' can also refer to the use of community resources to extend the programs of the classroom. Particularly in small school districts, but also to some extent in even the largest, it is difficult for the school to provide a sufficient variety of pre-vocational experiences for students with mental handicaps. Community resources can be employed to provide an invaluable supplement to the school's own facilities. Work study placements, (as discussed in the Special Education Handbook) serve as an excellent illustration of the use of community resources to extend the programs of the special education classroom and to serve as a concrete link between the classroom and the community. It would be a mistake, however, to think that community involvement of this sort can wait until the student's first work study placement. There needs to be a well planned sequence of community contacts, from the relatively infrequent field trips of young children to various important places in the community, through a variety of field experiences, to actual work study placements.

In the current move toward 'normalization' it is frequently argued that the same generic services which serve the 'normal' population should also serve the needs of the handicapped. This is still another aspect of 'community focus'. Thus, counselling services provided by Alberta Mental Health Services, job-placement services provided by Canada Manpower, public health services provided by health units, and other generic social services in the community at large should be used to meet the needs of the mentally handicapped. It is essential, however, that the agencies used be made aware of the unique needs and problems of the mentally handicapped. It is unwise to develop parallel services specifically for the handicapped. A school system, then, should avoid developing its own self-contained counselling, vocational training, job-placement and other services for its special education students.

If generic services are to be used effectively, there must be a high degree of cooperation between the school and the various community service agencies. The agencies must be aware of the school program, and must be involved in a cooperative effort to provide a continuity of support services to the mentally handicapped in the community.

If community involvement is to become a reality, there are a number of concrete steps that must be taken. The special education teacher must know the community and its resources. There should be a plan to increase involvement in the community as students get older. This involvement can take place in every part of the curriculum, but seems particularly appropriate in the living-vocational skills sections. As these sections assume increasing emphasis for older students, so should community involvement. Community agencies should also play a part in the special educational advisory council. With planning and determination, the special education class can move from being an isolated, self-contained island toward being an integral part of the community.

G. PARENTAL INVOLVEMENT

Within the past decade, the perceived relationship between home and school has undergone a major transformation. Many professionals now view parent involvement as contributing towards the solution of educational problems. A child's values and their behavioral expressions are learned primarily in the home and can be modified only slightly in the school. Parent involvement is regarded as a necessary feature of special education programming itself. Cooperation and understanding between the home and the school is essential if the child is to realize his maximum growth and development. When parents and educators possess a mutual appreciation of the role each has to play in the education of the child, opportunities for development are increased.

Current research supports parent involvement in many aspects of the regular instructional process. It indicates that when parents of school children are involved in the process of education, their children are likely to achieve better. This may be due to the lessening of distance between the aims of the school and the home. It is becoming apparent that in order to secure parental support and cooperation, educators may need to alter their perceptions of parents and of themselves as professionals.

It is strongly recommended that a Parent Advisory Committee be formed in each district. This committee could provide a means of surveying community needs and making them known to the school authorities. The function of the advisory committee should also involve some responsibility for planning, implementing and evaluating programs.

Within the local jurisdiction, parents are an excellent source of support to teachers in activities varying from teacher-supervised individualized tutorial duties to managing small group activities within the school. Parents also serve as an excellent source of knowledge in specific skill areas.

The school in turn should be a source of support to parents. Study sessions and workshops dealing with topics such as child management techniques, curriculum, or attitudes toward exceptional children, offer a means of providing this support.

H. DEVELOPMENTAL FOCUS

Many educational theorists agree that human learning follows an orderly pattern of development which is continuous, sequential and hierarchical. This guide is intended to provide such a continuum at whatever point matches his functioning level, moving from that point systematically through the sequential skills in each instructional area. This process will continue until his potential is realized or until he graduates to another program for further training.

I. THE INTEGRATIVE CURRICULUM

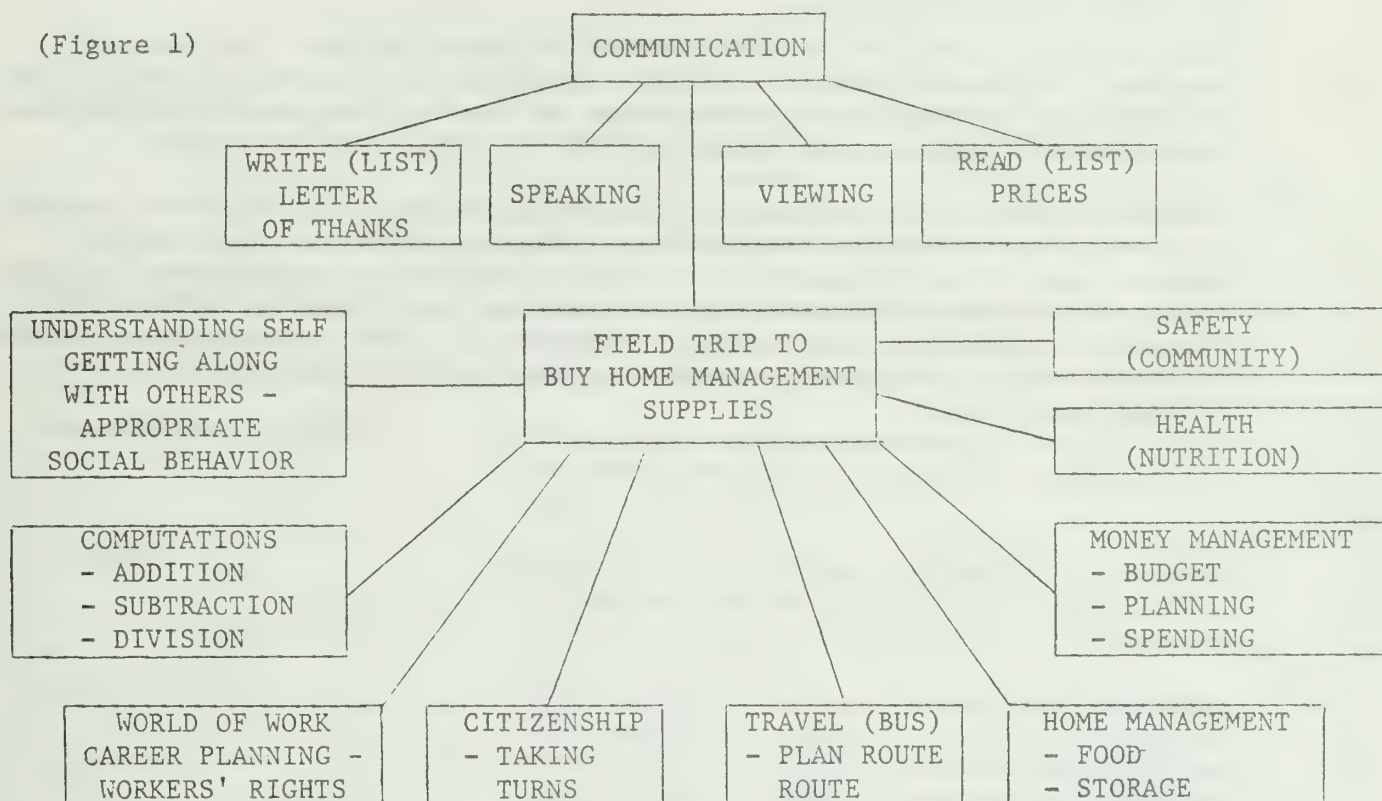
The curriculum guides are designed to integrate computation, communication, other academic areas, and living-vocational skills. The preferred method of integration utilizes practical applications of skills to make academic skills more meaningful for students who are handicapped.

There are two possible methods of integrating content areas with the developmental sequence. One method would be to develop academic units and build in the skills from the living vocational units; the second method builds in the academic skills as needed, thus facilitating transfer of learning in a more efficient way. Academic proficiency is useful only within the context of the living vocational skills situation.

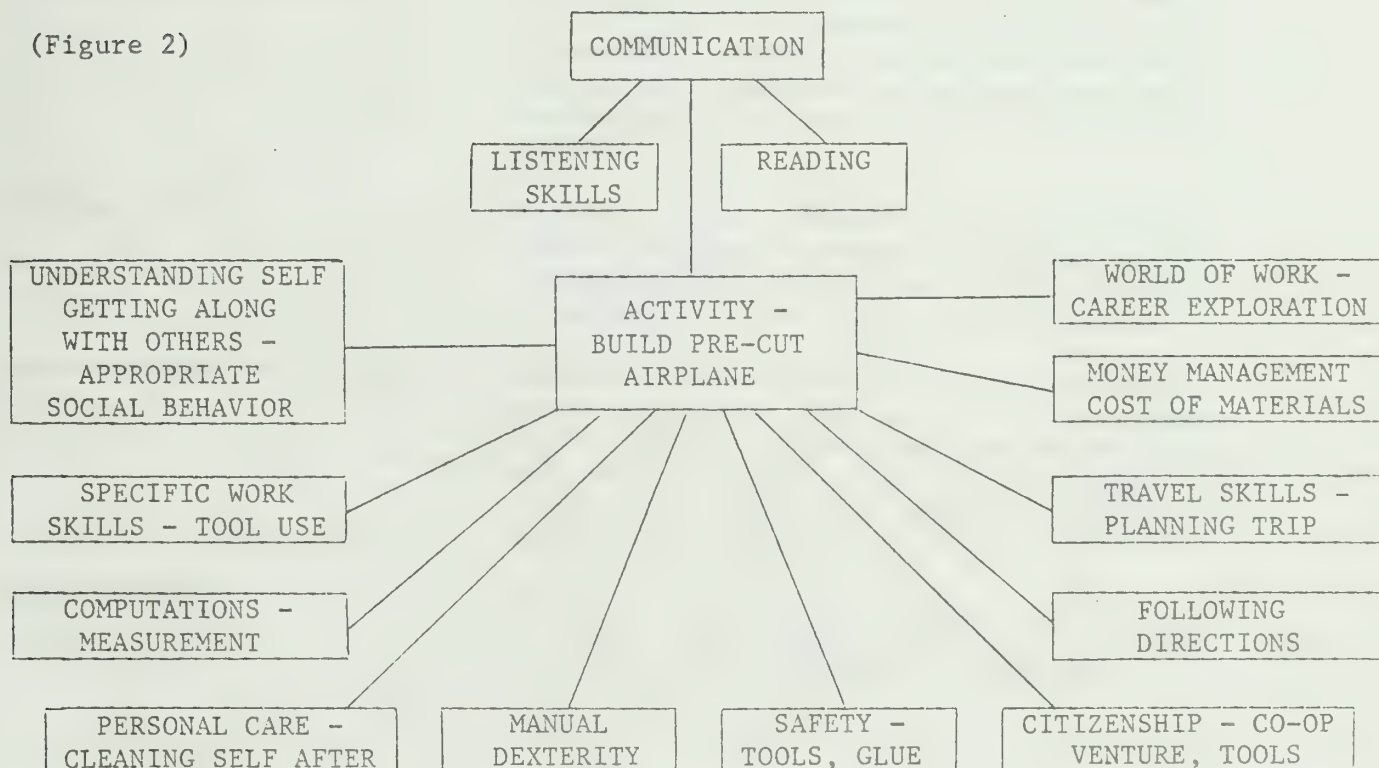
For example, the cooking of a simple meal could serve as the springboard for many learning experiences, both academic and living vocational. A unit might be developed where the students are to prepare their own lunch on a particular day. Some living skills involved are the eating of a meal together as they would at home, with friends, or at a restaurant. The planning of a meal, setting the table and cleaning up afterwards are common household tasks with which both boys and girls should be familiar. Some principles of good nutrition can be developed in the planning of the meal. Computational skills would be involved in purchasing the food, measuring ingredients, and perhaps buying in a simulated restaurant activity. Reading skills would be practised in following recipes or directions on canned goods or other partially prepared food, or reading restaurant menus (which they have made). Working together as a group in preparing and serving the meal as well as organizing the activity are good practice for vocational preparation. A simulated 'family' might offer more opportunity for the learning of social behaviors. The number of concepts and skills that could be developed are limited only by the imagination of the teacher.

With this approach, skills are not compartmentalized but become an integral part of the activity, as they will when the student leaves school and applies the skills he has learned.

(Figure 1)



(Figure 2)



J. PRESCRIPTIVE TEACHING

Prescriptive teaching is a term borrowed by education from the field of medicine. A prescription is a written direction for the preparation and use of a medicine or remedy. A prescription is based on diagnosis of strengths and weaknesses and a remedy is prescribed to correct the weaknesses.

Thus, in prescriptive teaching, a teacher incorporates testing with teaching to provide individualized instruction. Teaching begins at the student's current level of achievement in relation to particular instructional objectives. All of the skills that are necessary and sufficient to achieve this objective are taught. Instruction is sequenced so that pre-requisite skills are taught first. Teaching accommodates the rate and learning style of individual students.

GENERAL GUIDELINES TO INSTRUCTION

GOAL PLANNING	Be realistic in planning goals. Do not develop objectives at so high a level that you and the student become frustrated. Review your objectives and if they are too high or low, modify them.
CURRICULUM INTEGRATION	Every attempt should be made to integrate skills and objectives from several content areas by using a thematic approach.
DEVELOPMENTAL LEARNING	Plan your learning experiences so that they are developmental. Always keep in mind the hierarchy of skills.
READINESS	Make sure the student is capable of achieving a task and has the necessary prerequisite skills before you include it in his program.
TASK ANALYSIS	Use the task analysis approach to determine components of tasks. For example, teaching the brushing of teeth may have to be broken into holding a tube of toothpaste, unscrewing the cap, placing the toothpaste on the brush, etc. While teaching the individual steps, do not lose sight of the total task.
PROGRAMMING FOR SUCCESS	Set up your instructional program in small steps so that the student is likely to be successful. Use successful experience to encourage the student to attempt more advanced steps. End each activity with student success.
KNOWING THE TASK	Practise a task unfamiliar to you first before attempting to teach the student. For example, learn how to make a print or sew a button on before teaching these skills.
UNDERSTANDING OBJECTIVES	Let the student know the specific objective on which you are working and why it is necessary. Tell him, "You must know how to regulate the water in the sink so that you can wash your hands and face without burning yourself. Together we'll work on it. First you ..."
BEHAVIOR MODEL	At all times serve as a model of behavior in the way you look, act, talk, walk, eat, etc. Discuss models of behavior frequently.

FUNCTIONAL APPLICATION
OF SKILLS

Teach a skill at the time of its functional use. For example, show the student how to wash his hands after he has gone to the toilet. Also, schedule practice sessions at times of functional application. When the student has developed skills in the use of eating utensils, plan parties, invite guests for dinner, and practise during snack and cafeteria times. Schedule practice sessions often.

SKILL DEMONSTRATION

Demonstrate the skill you are attempting to facilitate. Explain what you are doing as you are doing it.

LEARNING RESOURCES

Provide a variety of learning resources, e.g. audio-visual, print and graphics, illustrations.

PANTOMIMED INSTRUCTION

Use pantomime to demonstrate a skill. For example, in pantomime, show the student how to thread a needle and sew on a button. This approach helps to isolate the required movements; it also is an enjoyable activity.

ACTIVITY GUIDE

Physically guide the student through an activity whenever he is unable to do the activity by himself. If the student is unable to cut with scissors use a pair of training scissors and guide him through the activity. In writing activities, hold the student's hand and the pencil and move his hand in the desired pattern, fading assistance. Whenever you physically guide a student through an action or a series of actions, encourage him to remember how his body feels when he moves in a specific way.

PRACTICE

Practise a task often. Even after you are convinced that the student has mastered a particular skill, practise and reinforce periodically. Schedule practice sessions which are novel and interesting.

DISCUSSION

Many opportunities should be provided to allow students to practise oral communication.

VARIETY

Vary activities whenever possible; take advantage of the motivating effects of surprise, suspense, and novelty.

ROLE PLAY

Use role playing, puppet play, and creative dramatics to stimulate real experiences and to practise skills.

ACTIVITY ALTERNATION

Alternate quiet activities with activities involving gross motor actions. This alternating of activities acts as a motivating factor and as an aid to classroom management.

FLEXIBILITY

Demonstrate flexibility in carrying out lesson plans. If an unexpected situation that requires immediate attention on your part occurs, change your schedule. Seize the moment to teach because you may not get a good opportunity for a long time. Do not wait to create an artificial situation, but react when the real situation occurs.

STUDENT PARTICIPATION

Encourage active participation by all students throughout each class period.

INDIVIDUALIZED INSTRUCTION

Individualize instruction, because there is such wide diversity in EMH classrooms that personalizing instruction is essential. Remember that individual programs can be implemented and can be successful within a group setting.

GENERALIZATION

Eliminate some of the problems involved with transferring learning from one area to another by using relevant materials for teaching specific skills. For example, working with sensory motor materials have students use various sizes of real nuts and bolts for sorting exercises, instead of colored blocks.

RECORD KEEPING

Accurate and up-to-date progress records should be kept for each individual on all program aspects.

RELEVANCY

Use current materials, toys, games, television shows, records, etc. to motivate the student. Dancing to a current favorite top tune usually will be more stimulating than dancing to "The Nutcracker Suite". Activities should be selected with reference to student's needs and long term goals of the program.

GEOGRAPHIC AREA

Take into consideration the geographic area in which the student lives and its impact on the program. Lessons designed to facilitate travel skills in the use of the rapid transit only make sense when this mode of travel is part of the student's environment.

INTERESTS

Relate instruction to student's interests wherever possible.

PAST EXPERIENCE	Inquire about the experience the student has had whenever possible. Talk to his parents, guardians, or past teachers. References to these experiences often will provide the needed motivation for lessons.
DIVERSITY	Discover and use materials and activities from other disciplines. Music, art, dance, and physical education activities can serve to stimulate different students. Incorporate these activities whenever possible. If your educational and experimental background is limited, use available resource personnel.
SAFETY HAZARDS	Be aware of potential safety hazards in all activities.
COMMUNITY RESOURCES	Become familiar with community resources and use them as learning stations. Make the entire community your classroom or learning area. The neighborhood supermarket is the best place to facilitate learning the purchase of foods. The office building and the department store offer opportunities in learning to use elevators, revolving doors, automatic doors and washrooms.
RESOURCE PEOPLE	Seek the help of resource people who can enrich the educational program. For example, store managers, bus drivers, firemen, policemen, and road repairmen can not only provide interesting demonstrations and lectures but also may allow you the use of their facilities so the student can have first hand experiences.
LEARNING AREA	Make your learning area as attractive and pleasant as possible. Beware, however, of the dangers of overstimulation. Make your room interesting with plants, animals, books, toys and games that are motivating. Change the environment frequently.
WORK DISPLAYS	Display the students' work on bulletin boards, in display cases, and at school exhibits. The joy and pride are reinforcing.
PROGRESS CHARTS	Construct charts that graphically demonstrate student progress and accomplishments.
MAINTAINING DISCIPLINE	Make sure that the students know the rules and the consequences of breaking them.

COMMUNICATION	Use your voice and gestures as a means of communicating your feelings and wants to the students. Show honest emotion. Be aware that monotonous voice patterns turn a student off.
DIRECTIONS	Be explicit in your directions and commands. Be sure the student knows exactly what behaviors are expected. Classroom organization, behavioral management, and success of student performance are, to a large degree, dependent on the instructor's explicitness.
ROUTINES IN LEARNING	When dealing with an activity that has several steps, establish a routine for the student to follow, "First you do this, then this, etc ...". Practise the steps in sequence.
DAILY PLANNING	Have enough activities and materials available so that students are usefully employed throughout the day, including after the time assigned work is completed.
SELF DIRECTION	Students should assume increasing responsibility for behavior and for selection of activities.
IMMEDIATE FEEDBACK	Provide the student with immediate feedback of results. Mark written work immediately if possible and review when necessary. Do not allow students to practise incorrect procedures or responses.
CORRECTION	If a student is behaving or performing inappropriately or incorrectly, correct him in a positive manner. Say, "This is the way to play the game". Simultaneously demonstrate the desired behavior.
ENTHUSIASM	Show enthusiasm when a student progresses or attempts to comply with your requests. Remember that what may seem to you like very little progress may be a giant step for the student.
OVERPROTECTION	Do not overprotect the student. Allow him to participate in a variety of situations and activities.
POSITIVE THINKING	Think positively. If you believe that the student will succeed, you will search for new and creative ways to facilitate his progress.

PEER INTEREST	Encourage the student's interest in the welfare of his peers. Make him aware of a peer's illness and the need to send a get well card. Match students with different skills so that they can assist each other.
PEER TUTORING	Organize your lessons in such a way as to take advantage of the benefits of peer tutoring and buddy systems. The student may learn a skill more readily when it is demonstrated by a peer.
PEER REINFORCEMENT	Show the student's peers how to behave in reinforcing ways. Encourage them to reward the student's desirable behaviors.
RESPONSIBILITY	Assign the student a classroom responsibility no matter how severe his handicap and no matter how small the task. Program and teach responsibility from the beginning. Students should be responsible for looking after their own materials and possessions.
INTEGRATION	Involve the student wherever possible in activities with peers in other classes. The handicapped student can usually participate in some way with regular class student, e.g. art, music.
APPEARANCE	Program at all times to help the student look and act as normal as possible. If the student looks and behaves in deviant ways, he will be stigmatized.
COOPERATION	Seek the cooperation of other teachers, parents, professionals and para-professionals. Bus drivers, school custodians, and community helpers can assist immeasurably in normalizing the lives of your students.
CONSISTENCY AND STRUCTURE	Enhance the learning environment by basing your classroom expectations on consistency and structure. For example, provide explicit rules of behavior as well as consistent consequences.

**LIVING
VOCATIONAL
SKILLS
SECTION**

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INTRODUCTION

The Living/Vocational Skills section is intended to develop skills and attitudes which will enable the educable mentally handicapped student to function as optimally as possible in his own home, within the school, and in the community. It is student rather than content centered. Ten topics of instruction to facilitate the learning of practical skills are included: Understanding Self and Getting Along with Others, Travel, Health, Safety, World of Work, Home Management, Money Management, Motor Development and Physical Activities, Leisure/Recreation skills and Citizenship and Individual Responsibility. For each topic of instruction there are student objectives which are developmentally sequenced in four levels. Individual variables must be considered when implementing the guide, e.g. the present ability level, learning styles, traditional/single parent families, rural/urban settings.

Strategies are suggested for implementing the objectives; however, these are not all inclusive. They provide a sample activity which may be used to teach a certain objective and should be adapted or changed to fit the individual student and utilize local resources. Skills should be taught in their natural setting as much as possible; one way of doing this is by using the integrated approach to curriculum (see the Introduction and Philosophy and General Teaching Strategies).

Materials are listed to aid the teacher in implementing the strategies. Although a particular material may be recommended for a number of strategies, it is listed only once in each subsection. It is recommended that materials used be relevant and practical for the student so that transfer and generalization of skills are optimal, e.g. use the student's clothing to teach color rather than using colored cubes.

The appendix section contains an overview of all objectives with a page reference to the guide, a student profile/checklist to facilitate assessment/placement of the student, and a list of resource materials.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Personal Characteristics/ Self Identification</u></p> <p>The student:</p> <p>States/writes full name, age, full address, telephone number.</p> <p>States name of school, names of family members.</p> <p>Identifies:</p> <ul style="list-style-type: none"> -self in photograph -others by sight or in photograph -boys and girls by names -property by appropriate labels. <p>Identifies:</p> <ul style="list-style-type: none"> -some areas of strength (things he can do well) -some areas of interest. 	<p>Develop word lists of names of family members for reading and spelling.</p> <p>Construct simple camera. Take student, class picture.</p> <p>Make a collage of things student is interested in. Establish attainable goals for each student. Make tasks meaningful and within the range of his attention span.</p> <p>Have student complete open ended sentences:</p> <p>"The thing I do best is ..."</p> <p>"One thing I can't do very well is"</p> <p>"If I were smaller, I would be able to ..."</p>	<p>Project Me - Lets Look For.</p> <p>Big Box - Body and Self Awareness.</p> <p>Understanding Your Feelings and Emotions.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>2. <u>Physical Self</u></p> <p>The student:</p> <p>Identifies the five senses (vision, hearing, taste, touch, smell) and indicates body part involved.</p> <p>Recognizes sex differences between male and female.</p> <p>Practises sex-appropriate behavior:</p> <ul style="list-style-type: none"> -knows sex -distinguishes sex by names and appearance -is independent and appropriate in toileting -maintains and respects privacy -does not stimulate self in public. <p>Begins to develop body image; identifies body parts and use.</p> <p>Measures height and weight.</p>	<p>Bring a variety of things into the classroom. Blind-fold student and have him guess what they are by the sound they make, way they smell, etc.</p> <p>Make posters entitled 'Boys', 'Girls'.</p> <p>Have student categorize male and female animals where secondary characteristics are obvious; make chart of pictures.</p> <p>Trace outline of student on large sheets of paper and have him label major body parts.</p> <p>Construct a graph of class members' weights and heights. Trace outlines of student's body on brown paper. Have student cut and color appropriately.</p>	<p>Listening Games.</p> <p>Social Learning Curriculum Kits.</p> <p>Body Imagery: Body Awareness Activities.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Emotional Self</u></p> <p>The student:</p> <p>Identifies specific emotions in self and others (happy, sad, angry, fearful, left out) from facial expression, posture, verbalizations.</p> <p>Identifies emotions from a variety of stimuli, e.g. pictures, stories, pantomime.</p> <p>Recognizes that people can make each other happy or sad by things they say or do.</p>	<p>Use directed discussion, e.g. "I'm sure glad I ..." "Sometimes I'm afraid of .." "I hate it when ..."</p> <p>Have students make faces depicting emotions and take turns guessing the feeling being expressed.</p> <p>Have student observe own emotions in a mirror.</p> <p>Make collages depicting happy, sad, angry, fearful, left out. Use music, colors as focus for discussion of feelings.</p> <p>Use directed discussion: "It's hard for me to ..." "I hate it when ..." "I'm afraid to ..." "I would not like to live without ..." "I feel important when ..."</p>	<p>Free To Be - You and Me.</p> <p>I Know How You Feel.</p> <p>Moods and Emotions - teaching pictures.</p> <p>What Does It Mean?</p> <p>Interaction IV. Magic Circle. Social Learning Curriculum Kits. DUSO D1. Focus on Self Development, Stage One: Awareness; Stage Two: Responding. Primarily Me. Mostly Me. Got To Be Me. Conflict Management. Activities for Developing Positive Self Awareness.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Indicates when he is feeling uncomfortable.</p> <p>Practises simple relaxation techniques.</p> <p>Expresses emotions appropriately with respect to situation.</p> <p>Controls emotional reaction to stressful situations (criticism and blame, friendly teasing).</p>	<p>Capitalize on natural situations, e.g. listening to music, rest periods, change of activity.</p>	<p>The Centering Book. Second Centering Book.</p> <p>Who's Afraid of The Big Bad Wolf?</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Needs and Motivations</u></p> <p>The student:</p> <p>Demonstrates knowledge of the basic physical needs.</p> <p>Identifies who provides these basic needs for him.</p> <p>Identifies situations in which people need help or protection (ill, hurt, lost) in real or fantasy situations.</p>	<p>Construct chart illustrating basic needs of food, clothing, shelter and protection, air, sleep and exercises.</p> <p>Role play being lost, hurt, etc.</p>	<p>Social Learning Curriculum Kits.</p> <p>Man In a World of Change Series:</p> <p>Man and His Family,</p> <p>Man and His Communities,</p> <p>Man and His Cities.</p> <p>People In a World of Change Series:</p> <p>Your Family and School,</p> <p>Your People and Places,</p> <p>Your Communities and Change.</p> <p>DUSO D1.</p> <p>Focus on Self Development,</p> <p>Stage One: Awareness.</p> <p>Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies sources of help for specific problem situations, e.g. cut finger, lost mittens.</p>	<p>Use telephone, school personnel.</p>	
<p>2. <u>Factors Affecting Relationships</u></p>	<p>Have class make collage of people who are young, old, bus drivers, firemen, etc.</p>	
<p>The student:</p> <p>Categorizes familiar and unfamiliar people in terms of age and role.</p> <p>Categorizes familiar people in terms of familiarity, e.g. family, friend, acquaintance, teacher.</p> <p>Distinguishes girls from boys in a variety of ways, e.g. name, appearance, pictures.</p>		
<p>3. <u>Handling Social Interaction</u></p>		
<p>a. <u>Expressive Communication Skills</u></p>		
<p>The student:</p> <p>Communicates in a number of ways: gestures, speaking, writing, facial expressions.</p>	<p>Have student practise:</p> <ul style="list-style-type: none"> -speaking clearly, distinctly and in sentences -show and tell -relate simple experiences. <p>Play games involving oral language, e.g. "I Spy".</p>	<p>Magic Circle.</p> <p>Activities For Developing Positive Self Awareness.</p> <p>Got To Be Me.</p> <p>Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Communicates with others in a socially acceptable way:</p> <ul style="list-style-type: none"> -taking turns -getting attention before speaking -showing courtesy when another is speaking. <p>Obtains information from others by asking appropriate questions.</p> <p>Responds to the questions of others: gives information when asked.</p> <p>Communicates basic feelings to others, e.g happy, sad, hurt.</p> <p>b. <u>Receptive Communication Skills</u></p>	<p>Have students interview each other in order to obtain information: name, age, address, likes, dislikes, etc.</p>	
<p>The student:</p> <p>Responds to both oral and gestural communication.</p> <p>Follows simple oral directions.</p> <p>Demonstrates good listening skills.</p> <p>Identifies when another person is attending/ listening.</p>	<p>Have student identify voices of other class members. Have student locate sounds.</p> <p>Provide practice following simple commands.</p>	<p>Magic Circle. Social Learning Curriculum Kit. DUSO D1. Focus on Self Development, Stage One: Awareness. Activities for Developing Positive Self Awareness. Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>c. <u>Problem Solving and Decision Making</u></p> <p>The student:</p> <p>Makes personal decisions in the classroom.</p> <p>Participates in decision-making process.</p> <p>Identifies a problem situation and suggests possible solution to the problem.</p> <p>Recognizes possible consequences of decisions.</p>	<p>Provide situations, e.g. free play activities, which require decision making.</p> <p>Play "Voting on activity" game. Play game "I Wonder Why". Give student the statement "I Wonder Why" as an only clue. For example: attempt to write on chalkboard with no chalk in hand; place something in the room, such as a picture, upside down.</p> <p>Have student list problems in school and discuss possible solutions.</p> <p>Have student complete open-ended statements, e.g. "One problem I wish the class would talk about is ..."</p> <p>Discuss possible consequences of decisions relating to problem situations.</p> <p>Discuss what happens when student decides to:</p> <ul style="list-style-type: none"> -help rake the leaves -not eat breakfast -pick up toys when finished playing -borrow brother's bike without asking -arrive late for school. 	<p>Discover: Self and Society.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Participates in conflict management strategies, e.g. taking turns, apologizing, soliciting interventions, sharing.</p> <p>Demonstrates decreasing use of inappropriate conflict management techniques: violence, tattling, flight, etc.</p>	<p>Have a class discussion about alternate ways of handling situations, e.g. "Johnny hit you, what can you do?"</p>	<p>Activities for Developing Positive Self Awareness. Conflict Management.</p> <p>Social Learning Curriculum Kits. Man In a World of Change Series: Man and His Family, Man and His Communities, Man and His Cities.</p> <p>DUSO D1. Focus on Self Development, Stage One: Awareness.</p>
<p><u>4. Rules and Routines</u></p> <p>The student:</p> <p>When given a situation at home or at school, states the expected behavior: sharing, consideration, respect, cooperation, good manners.</p> <p>Follows simple rules in the classroom and on playground.</p>	<p>Write out rules for field trips, parties, etc. Use discussion, classroom meeting.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies inappropriate behavior in familiar situations.</p> <p>Identifies the consequences of breaking simple familiar rules at home and school.</p> <p>Identifies rules which cannot be changed and routines which can be modified.</p> <p>Demonstrates understanding that routines and rules made by the group may be modified, depending on the situation, e.g. rules for games.</p> <p>5. <u>Social Roles</u></p> <p>The student:</p> <p>Identifies roles associated with the family.</p> <p>States some characteristics of these roles, e.g. mother, father, sister.</p>	<p>Use films, filmstrips, stories.</p> <p>Play a game; have students suggest "rule change" and agree on these. Evaluate changes.</p> <p>Have class collect and discuss pictures of families in various activities.</p> <p>Have students bring and talk about snapshots of other members of their families.</p>	<p>Focus on Self Development: Awareness. Activities For Developing Positive Self Awareness. Conflict Management.</p> <p>Magic Circle. Social Learning Curriculum Kits. Man In a World of Change Series: Man and His Family, Man and His Communities, Man and His Cities.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 1

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies leaders within the classroom/playground.</p> <p>Recognizes the authority and responsibilities associated with the parental role.</p> <p><u>6. Values and Social Expectations</u></p> <p>The student:</p> <p>Identifies cultural differences of people in the classroom or immediate community, e.g. costume, food, language.</p> <p>Recognizes some basic values, e.g. honesty, kindness, cleanliness.</p>	<p>Play 'house'. Have students take turns as family members. Match name of family member with description/picture of home task.</p> <p>Use open-ended questioning: "Who are the leaders in our class?"; "How do you know they are?" "Why are they leaders?"</p> <p>Assign duties, leadership roles to students on a rotating basis.</p> <p>Dramatize incidents of family living' have students take turns at being mother and father.</p> <p>Have students prepare or bring different types of food.</p> <p>Use films, filmstrips, books.</p>	<p>People in a World of Change Series: Your Family and School, Your People and Places, Your Communities and Change.</p> <p>Journey to Success.</p> <p>Social Perceptual Training Kit: For Community Living.</p>

TRAVEL
Level 1
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies ways people can travel: walk, bicycle, school bus, private and public transportation.</p> <p>Identifies basic traffic signs.</p> <p>Recognizes school patrols and follows directions.</p> <p>Travels independently in neighborhood (walking).</p>	<p>Make charts, cut out pictures of the various modes of travel.</p> <p>Make cardboard traffic signs and role play action for various signals.</p> <p>Have a class discussion about the purpose of school patrol. See Safety, School.</p> <p>Set up short trips to specific locations with the class in the school and immediate area.</p>	<p>Survival Signs. Road Signs of the Times.</p>

TRAVEL
Level 1
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes and demonstrates understanding of the danger of accepting rides from strangers.</p> <p>Follows simple directions.</p> <p>Recognizes traffic signs and symbols.</p> <p>Recognizes landmarks in school and neighborhood.</p> <p>Recognizes simple maps.</p> <p>Tells time to the hour.</p> <p>Demonstrates appropriate behavior in various forms of travel.</p> <p>States where to go for help if lost.</p>	<p>Use news reports of hitchhiking.</p> <p>Have student draw a simple map of desk.</p> <p>See Computation section.</p>	

HEALTH
Level 1
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies a variety of food and sources from which they come.</p>	<p>Take class to a neighborhood vegetable store or super-market to gather information on the kinds of fruit and vegetables that are sold.</p> <p>Set up bulletin board. Use visual aids, films, flannel board figures, flashcards, cut outs.</p> <p>Have class match printed words of labels on cards, boxes.</p> <p>Playing guessing game--have student match food with sources.</p> <p>From a bag of food have student identify foods and sources.</p> <p>Have student make a scrap-book.</p> <p>Bring visit to a dairy or dairy farm.</p>	<p>Canada Food Guide. Department of Agriculture Materials.</p>
<p>Classifies foods according to fruits and vegetables</p>	<p>Use free hand drawings, pictures, etc.</p>	<p>Peabody Song Kit, Level 1.</p>
<p>Describes food in relation to color, shape, smell and taste.</p>	<p>Play games, e.g. "Hopscotch"; put pictures of food on floor.</p>	
<p>Identifies junkfood to avoid between meals.</p>	<p>Blindfold student and let him identify by taste, feel and odor.</p>	

HEALTH
Level 1
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies foods appropriate to each meal.</p> <p>Lists rules for good eating.</p> <p>Practises cleanliness in food preparation.</p>	<p>Read stories, poems, sing songs about food.</p> <p>Have class make riddles, original poems and nonsense rhymes; make models to illustrate.</p> <p>Make a list of foods and have class discussion.</p> <p>Use dittoe worksheets, visual aids, cut outs, flannel board pictures.</p> <p>Make a scrapbook.</p> <p>Play card games like "Gin Rummy", using pictures of food.</p> <p>Use stories about good nutrition.</p> <p>Have class enumerate, discuss, dramatize.</p> <p>Illustrate through cartoons.</p>	<p>Film: Vital Vittles Win the West.</p> <p>Milk Foundation Materials.</p> <p>Canada Food Guide.</p>

HEALTH
Level 1
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Knowledge of Body</u></p> <p>The student:</p> <p>Identifies the basic body parts.</p> <p>Recognizes growth takes place.</p> <p>Recognizes and discusses differences between boys and girls.</p>	<p>Point to the body parts and have student identify.</p> <p>Use model, have student match body parts.</p> <p>Play guessing game.</p> <p>Show models.</p> <p>Play "he", "she" games.</p> <p>Have class assist and write descriptive stories: "I am a girl", "I am a boy".</p> <p>Show films; have class discussion.</p>	<p>Peabody Language Development Kit, Level 1. Body Parts - dice game. Activity Cards - Body Imagery: Body Awareness Activities.</p>
<p>2. <u>Care of Body</u></p> <p>The student:</p> <p>With assistance, practises body cleanliness.</p> <p>States reasons for taking good care of body.</p> <p>Practises physical fitness program.</p>		<p>Self Care - sequential cards.</p>

HEALTH
Level 1
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of what to do in case of minor illness.</p> <p><u>3. Drugs and Alcohol</u></p> <p>The student:</p> <p>Takes prescribed medication only when administered by adults.</p> <p>Demonstrates some understanding of when to take non-prescription drugs.</p>	<p>Display posters.</p> <p>Set up bulletin board.</p> <p>Teach student to read warning signs.</p> <p>Bring sample of different drug bottles; discuss and explain.</p> <p>Use role play.</p>	<p>Department of Public Health Materials.</p> <p>Squeegee Learns About Drugs.</p> <p>Handle With Care.</p>

HEALTH
Level 1
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies some health helpers and their function, e.g. nurse, doctor.</p>		

SAFETY
Level 1
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies dangers associated with various areas and items in the home and school, such as:</p> <ul style="list-style-type: none"> -sharp objects -electrical outlets -appliances -tools, machinery -animals -poison -physical action -gym equipment <p>Demonstrates knowledge of what to do in case of fire.</p>	<p>Set up bulletin board.</p> <p>Make posters and slogans.</p> <p>Have student bring favorite toys to school and discuss safe ways of using each.</p> <p>Use discussion, demonstration, drama.</p> <p>Tour school building and grounds with class; discuss safe and unsafe places to play.</p> <p>Develop a large classroom poster depicting various hazards commonly found at home/school.</p> <p>Use visual aids and flash-cards, flannel board, figures, films, slides, filmstrips.</p> <p>Use dittoed work sheets.</p> <p>Sing songs of safety.</p> <p>Take class for a walk in the area and explain safety rules.</p> <p>Invite local policeman or traffic guard to speak to class.</p> <p>Use discussion, demonstration, drama, practice.</p>	<p>Peabody Song Kit, Level 1.</p> <p>Films: How to Have an Accident at Work; How to Have an Accident in the Home; I'm No Fool Having Fun; I'm No Fool with Electricity; I'm No Fool with Fire; Playground Safety; Safety in the Home; Safety After School; One Little Indian.</p> <p>Prevent: A Handbook of Classroom Ideas.</p> <p>Safety in the Home.</p> <p>Donald's Fire Survival Plan.</p>

SAFETY
Level 1
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Seeks help from responsible adult if hurt or frightened, e.g. Block Parents.</p> <p>With assistance, administers basic first aid.</p>	<p>Role play going to the right person in case of injury.</p> <p>Show films.</p>	<p>Films:</p> <p>Fire in Town, I'm No Fool with Fire.</p>

SAFETY
Level 1
B. Community

OBJECTIVES

The student:

Identifies dangers associated with pedestrians, bicycles, car/bus riders.

TEACHING STRATEGIES

Set up a bulletin board (check with local safety officials for safety materials).

Make cardboard traffic signs.

Teach student to read various traffic signs.

Use Red Cross Bicycle Safety course.

Stage a slogan and poster contest.

Have class compose original poems or nonsense rhymes.

Read poems and stories.

Sing safety songs.

Use visual aids: flashcards, flannel board, figures, films, filmstrips, slides.

Discuss safe route to school, etc.

Invite local policeman or member of school patrol to speak to class.

Invite the student patrol to visit the classroom, display their uniform and explain their safety signals.

MATERIALS

Who's Afraid of the Big Bad Wolf?

SAFETY
Level 1
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of safety rules to be followed when walking or riding a bicycle.</p> <p>Practises safety rules when walking or riding a bicycle.</p> <p>Seeks help when injured.</p>	<p>Use discussion, demonstration, and role play of desirable and undesirable practices to observe while waiting, boarding, or leaving a bus/car, etc.</p> <p>Make charts showing the do's and don't's of bus safety.</p> <p>Simulate a bus ride.</p> <p>Use role play.</p>	<p>Films:</p> <p>Bus Drivers' Helpers, I'm No Fool as a Pedestrian, Safety in Transit.</p> <p>Peabody Language Development Kit, Level 1.</p>

SAFETY
Level 1
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies dangers associated with:</p> <ul style="list-style-type: none"> -playground -parks -gyms -swimming pool -skating rink -tobogganing -skiing <p>Demonstrates knowledge of safety rules.</p> <p>Seeks help when injured.</p>	<p>Set up bulletin board.</p> <p>Use visual aids, flash cards, flannel board figures, films, filmstrips, slides showing safety practices in different recreational areas.</p> <p>Read poems and stories.</p> <p>Use dittoed work sheets.</p> <p>Use discussion, demonstration, drama.</p> <p>Make posters, slogans.</p> <p>Invite safety officials from the community to speak to class.</p> <p>Have class make original poems, nonsense rhymes.</p> <p>List wheeled vehicles and discuss when they can be ridden safely.</p> <p>Demonstrate courtesy.</p> <p>Use role play.</p>	<p>Films:</p> <p>I'm No Fool in Water.</p>

WORLD OF WORK

Level 1

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Use of Tools and Equipment</u></p> <p>The student:</p> <p>Manipulates a variety of construction materials and tools, e.g. hammer, scissors, eggbeater.</p> <p>Follows simple rules of organization and care of tools and materials, e.g. crayons in box, clean brushes and return to correct place.</p> <p>With supervision, constructs simple projects.</p>	<p>Demonstrate correct use of tools. Have student experiment with tools.</p> <p>Label storage areas.</p> <p>Discuss and demonstrate cleaning and storage of tools.</p> <p>Post rules; appoint monitors.</p> <p>Demonstrate steps to be followed. Assist student when he needs aid.</p>	<p>Workjobs I and II.</p> <p>Workjobs for Parents.</p> <p>I.P.A. Manual (1980).</p>
<p><u>2. Following Direction</u></p> <p>The student:</p> <p>Follows simple directions.</p>	<p>Play "Simon Says" or other games using simple directions.</p> <p>Use tape recorded instructions.</p>	<p>Consumer Sequential Cards.</p>
<p><u>3. Decision Making</u></p> <p>The student:</p> <p>Chooses between two or more alternatives.</p>	<p>Provide a variety of materials for a project; have student choose one.</p>	

WORLD OF WORK

Level 1

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>4. <u>Independence</u></p> <p>The student:</p> <p>Demonstrates ability to behave appropriately in familiar situations, e.g. school, playground.</p>	<p>Have a class discussion about appropriate behaviors.</p>	<p>Magic Circle.</p> <p>100 Ways to Enhance Self-Concept in the Classroom.</p>

WORLD OF WORK

Level 1

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Why Work</u></p> <p>The student:</p> <p>Recognizes that people work because they need money.</p> <p>Recognizes that finishing a task brings satisfaction.</p> <p><u>2. Job Awareness</u></p> <p>The student:</p> <p>Demonstrates awareness that people do different jobs in the home, school, community.</p>	<p>Make family unit poster, clearly showing contribution made by each member.</p> <p>Display chart listing all the occupations of friends and family known to the student.</p> <p>Play game, "What am I? I dress in waterproof garments and carry a hose."</p> <p>Have student make poster: My Dad (or Mom); label occupation and draw picture.</p>	<p>Career Awareness.</p> <p>Ladybird Books.</p> <p>The I Want to Be Free Book.</p> <p>Community Helpers.</p> <p>Career Cards.</p> <p>Occupational Alphabet.</p> <p>Careers Loto Game.</p> <p>Our Helpers.</p> <p>Career Association cards.</p>
<p><u>3. Job Demands</u></p> <p>The student:</p> <p>Demonstrates good work habits.</p>	<p>Have a class discussion: "What are good work habits?"</p> <p>Have students compare these with unsatisfactory work habits.</p>	<p>Courtesy in the Community.</p>

WORLD OF WORK

Level 1

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:	Complete behavior management charts for each student to show work completed, working well with others, doing class-room jobs, e.g. cleaning chalkboard.	Occupational Alphabet.
Demonstrates positive attitude towards work.	Make a list of good feelings that result from a job well done. See Understanding Self and Getting Along With Others. Use class discussion: why help others; our new school; adjustments to be made in getting along with others. Construct poster of classroom helpers, names/tasks. Compile list and display, "Why people work".	Career Loto Game. Career Association Cards. Community Helpers.
Arrives on time for school.	Record time each student arrives at school; display graph. Record daily routines in class on large clock face poster. Construct poster with time words such as early, late, morning, afternoon, time, on time, etc.	

B. Career Planning and Exploration

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WORLD OF WORK

Level 1

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates good listening habits.</p> <p>Communicates with peers.</p>	<p>See Communication- Section.</p> <p>Develop oral comprehension skills. Read story suitable for the level and ask basic who, why, when, where, type questions.</p>	<p>Stories About Workers.</p>

WORLD OF WORK
Level 1
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Awareness of Personal Abilities and Interests</u></p> <p>The student:</p> <p>Identifies jobs/careers which may be of special interest to him.</p> <p>Describes abilities and limitations he has regarding specific job.</p> <p><u>2. Awareness of Process</u></p> <p>The student:</p> <p>Demonstrates ability to take and leave messages.</p> <p>Demonstrates ability to use telephone.</p>	<p>Make a list of job titles volunteered by class. Have each student choose one job of special interest.</p> <p>From a collection of job pictures have each student select one or two of special interest; discuss reasons for selecting, etc.</p> <p>Have student assist in conveying messages to school personnel.</p> <p>Have student write a name beginning with A, B, C, etc.</p> <p>Role play use of telephone in various "problem" situations where student contacts appropriate service required, e.g. Mon, friend, police.</p> <p>Use old telephone directory; review alphabetizing.</p>	<p>Sign-A-Mite. Career Cards.</p>

WORLD OF WORK
Level 1
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Develops awareness that people must look for jobs.</p>	<p>Record these conversations and review.</p> <p>Have a class discussion: Why is work necessary.</p> <p>Make a job poster.</p> <p>Collect pictures and label showing clearly the purpose of each job, e.g. farmer - grows apples, bus driver - brings us to school.</p> <p>Collect and display newspaper ad section, yellow pages, help wanted notices and Man-power vacancy cards.</p>	<p>Ladybird Books: Careers. I Want to Be Books.</p> <p>Our Helpers.</p>

WORLD OF WORK
Level 1
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With assistance, accepts rules at home and school.</p>		<p>All About Manners.</p>

WORLD OF WORK
Level 1
E. Worker's Rights

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes that people are important.

Recognizes own self-worth and dignity.

Compile a poster of important people in the community; stress that all people are important.

Modern Workers for Career Awareness.

HOME MANAGEMENT
Level 1
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Care</u></p> <p>The student:</p> <p>Dresses with minimal supervision or help.</p> <p>Locates clothing storage areas and uses them appropriately.</p> <p>Demonstrates ability to use clothes brush, hanger, etc.</p> <p>Seeks help when something is lost.</p>	<p>Have student dress independently.</p> <p>Use picture chart; ask student to point to appropriate place, e.g. "Point to the picture where coats should be placed".</p> <p>Have a class discussion about what one might do if clothing is lost.</p>	<p>Training for Independence: Dress Skills.</p> <p>Lessons in Living.</p>
<p><u>2. Selection</u></p> <p>The student:</p> <p>Identifies different types of stores, e.g. men's and women's clothing stores, shoe store.</p> <p>Recognizes styles of clothing used for school, church, gym, etc.</p>	<p>Have a class discussion on what to wear when it is raining, snowing, hot, etc.</p> <p>On clothing chart have student match appropriate clothing with appropriate occasions, e.g. "Where would you place a pair of runners on the chart for what occasion".</p>	<p>Words to Wear, Level 1-4.</p>

HOME MANAGEMENT

Level 1

A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3. Construction</u></p> <p>The student:</p> <p>Identifies sewing tools, e.g. needle, scissors.</p>	<p>Place tools in front of student and ask him to select a particular tool.</p> <p>Have student point out specific tools from pictures of tools.</p>	<p>Clothing and Textiles Educational Materials Directory.</p> <p>Sew It Yourself.</p>

HOME MANAGEMENT

Level 1

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Shopping</u></p> <p>The student:</p> <p>Explains what grocery stores are.</p> <p>Lists foods and other articles which can be bought in grocery stores.</p> <p>Buys one or two items when sent to grocery store.</p> <p><u>2. Preparation</u></p> <p>The student:</p> <p>Recognizes utensils.</p> <p>Demonstrates ability to use utensils.</p> <p>Demonstrates ability to clean food, e.g. fruit, vegetables.</p> <p>Demonstrates ability to prepare simple snacks.</p>	<p>Have a class discussion about what things you might buy in grocery store.</p> <p>Make scrapbook of all things found in grocery store.</p> <p>Set up a store. Bring visits to grocery store. Display grocery lists with prices.</p> <p>Place utensils in front of student and ask him to pick out the utensil you ask for.</p> <p>Have student practise manipulating and operating household utensils.</p> <p>Have a class discussion about reasons for washing food before eating.</p> <p>Use role play. Have student pretend to make a snack for the other students.</p> <p>Make up riddles about food.</p>	<p>Lessons in Living.</p> <p>Dishes and Utensils.</p> <p>Turn Kids on to the Good Food.</p> <p>Kids in the Kitchen.</p>

HOME MANAGEMENT
Level 1
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3. Serving</u></p> <p>The student:</p> <p>Demonstrates ability to prepare table for meal.</p> <p>Behaves appropriately at meal time at home, school, restaurant.</p>	<p>Demonstrate and have student practise table setting with actual utensils.</p> <p>Have a class discussion on table etiquette.</p> <p>Dramatize through role play and actually sitting down and eating.</p>	
<p><u>4. Preserving</u></p> <p>The student:</p> <p>Explains reasons for food protection.</p> <p>Explains function of refrigerator.</p> <p>Demonstrates ability to use refrigerator properly, e.g. meat in refrigerator, ice cream in freezer.</p> <p>Demonstrates understanding of concept of perishables.</p> <p>Assists in various methods of home preserving.</p>	<p>Have a class discussion about what kinds of foods can be stored, the cause of food spoilage, prevention of spoilage.</p> <p>Compile a picture chart of foods; have student place picture of foods which should be in refrigerator.</p>	

HOME MANAGEMENT
Level 1
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3. Production</u></p> <p>The student:</p> <p>Participates in chores related to food production.</p> <p>Identifies origin of familiar foods, e.g. dairy products.</p>		

HOME MANAGEMENT
Level 1
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3. Care and Maintenance</u></p> <p>The student:</p> <p>Demonstrates ability to keep own room neat.</p> <p>With assistance, performs simple household tasks.</p>	<p>Have a class discussion on what needs to be done to keep a room neat.</p>	<p>Happy Housekeepers.</p>

HOME MANAGEMENT
Level 1
D. Child Care

OBJECTIVES

The student:

Recognizes that young
children need care.

Demonstrates ability to
help mother care for
siblings.

TEACHING STRATEGIES

Set up buddy system; have
students help one another in
various tasks.

Take a field trip to day care
centre.

MATERIALS

MONEY MANAGEMENT
Level 1
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Lists sources of money, e.g. parents, job, hobby.</p> <p>Demonstrates knowledge that people work for money.</p> <p>Names goods money will buy.</p> <p>Uses money vocabulary.</p> <p>Names different coins.</p> <p>Writes simple money amounts: 1¢, 10¢, 25¢, \$1.00.</p>	<p>Have a class discussion about pocket money, parents' work, etc.</p> <p>Construct poster; collect pictures of workers and mount.</p> <p>Construct posters of things free or paid for.</p> <p>Use activity board showing things free and paid for.</p> <p>After walk divide students into groups to discuss things seen which are free or paid for.</p> <p>Use role play: customer at work (bank) uses words such as dollars, dime, etc.</p> <p>Have student count change.</p> <p>Play game: "This is a dime (true/false)"; "Find the dime dime, quarter", etc.</p>	<p>Dollars and Sense. The Story of Money. How Money and Credit Help Us.</p> <p>A Course in Coins.</p>

MONEY MANAGEMENT

Level 1

B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Where to Buy</u></p> <p>The student:</p> <p>Identifies places where things can be bought.</p>	<p>Take field trip to local stores to see what the stores sell.</p> <p>Have student cut out catalogue pictures.</p> <p>Compile poster of things we can buy.</p>	<p>Let's Go Shopping.</p>
<p><u>2. How to Buy</u></p> <p>The student:</p> <p>Demonstrates understanding that when goods and services are bought, they must be paid for.</p> <p>Buys items independently with correct amount of money.</p> <p>Lists ways he spends his money.</p>	<p>Have a class discussion about who pays for school clothes, bus, heat, roads, pencil.</p> <p>Compile a list of free and paid services and goods.</p>	<p>Your World of Money.</p> <p>Money Math.</p>

MONEY MANAGEMENT
Level 1
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3. What to Buy</u></p> <p>The student:</p> <p>Describes essential elements in basic living needs, e.g. food, shelter, clothing.</p>	<p>Have a class discussion about things parents buy, things needed in the classroom.</p> <p>Compile a poster with pictures of daily life needs.</p>	<p>Let's Go Shopping.</p>
<p><u>4. When to Buy</u></p> <p>The student:</p> <p>Demonstrates understanding that prices for familiar items vary from time to time.</p> <p>Explains how prices are reduced at times.</p>	<p>Have a class discussion about where candy bars are more expensive, etc.</p> <p>Collect sales catalogues. Calculate cost difference between sale and regular price.</p> <p>Visit one store over a period of time and record price changes on basic grocery list.</p> <p>Visit auction sales or garage sales. Record what is sold and price. Compare with regular prices.</p> <p>Visit a "close-out sale", calculate savings if any.</p>	

MONEY MANAGEMENT
 Level 1
 C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Saves own money for special purchase, e.g. uses piggy bank.</p> <p>Demonstrates understanding that items or money borrowed must be returned.</p>	<p>Role play neighbor borrowing tools, friend borrowing a dime.</p> <p>Have a class discussion about what would happen if these were not returned, circumstances requiring borrowing.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 1

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates a variety of movement:</p> <p><u>Locomotion:</u></p> <p>Walking, gliding, running, galloping, hopping, skipping, jumping, leaping, crawling, axial bending, falling, turning, pulling, shaking, stretching, whirling, swinging, pushing, bouncing, rising, twisting, swaying, beating.</p> <p><u>Others:</u></p> <p>Balancing, climbing, kicking, pivoting, reaching, stopping when in motion, hanging by arms and legs, lifting, striking object with implements, tumbling, stooping, dribbling pass object, crouching, catch a moving object.</p> <p><u>Note:</u></p> <p>This list is not meant to be all-inclusive. Activities suited to the facilities must be selected.</p>	<p>Use mat activities, e.g. leg roll, bean bags, individual tossing and catching activities.</p> <p>Use balance beam or bench activities.</p> <p>Do creative rhythmic exercises with balls, ball handling activities.</p> <p>Have student try someone else's pattern.</p> <p>Use simple games and activities.</p>	<p>Move, Grow and Learn.</p> <p>Special Education Teaching Games.</p> <p>Until The Whistle Blows. Vols. I & II.</p> <p>Teaching Your Wings to Fly.</p> <p>I Can Kit.</p> <p>Guidelines to Basic Learning Skills.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 1

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates rudimentary acquisition of the following:</p> <ul style="list-style-type: none"> - jumping activities - relays - gymnastics - bicycling - dodge ball - hanging activities - folk dancing - swimming - skating - modified baseball. <p>Note: This list is not meant to be all-inclusive.</p>	<p>Provide opportunity for the student to participate in various games and activities.</p>	<p>Creative Games for Learning.</p> <p>Creative Play for the Developing Child.</p> <p>Special Education Teaching Games.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 1

C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates respect for other's property.</p> <p>Practises socially acceptable behavior.</p>		<p>DUSO Kit D1.</p> <p>Stage One; Awareness; Focus on Self Development, Move-Grow-Learn.</p>

LEISURE/RECREATION SKILLS

Level 1

A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Cutting, Tearing, Fastening</u></p> <p>The student:</p> <p>Tears shapes from paper.</p> <p>Cuts freely with blunt scissors.</p> <p>Fastens freely cut shapes onto paper.</p> <p><u>2. Constructing</u></p> <p>The student:</p> <p>Utilizes simple processes of glueing, pasting, nailing, hanging, sewing, or sticking in creating an art object.</p> <p><u>3. Drawing and Painting</u></p> <p>The student:</p> <p>Draws with chalk on a chalkboard.</p> <p>Finger paints.</p> <p>Paints directly with a large brush on large paper.</p>	<p>Use brightly colored paper to create interest.</p> <p>Have student cut paper of various colors into free shapes; cut along outlines of own crayon pictures.</p> <p>Use brightly colored paper.</p> <p>Have student make simple folders, booklets, envelopes; make simple baskets out of paper or small boxes; make simple animal forms of construction or other paper.</p> <p>Have student use large brush to paint boxes, create one color design.</p>	<p>General Resources:</p> <p>Easy Crafts for The Classroom, Creative Art Tasks for Children, Learning Through Art, Idea--Developmental Experiences Through Art, I.P.A. Manual, Arts and Crafts for Special Education, Arts and Crafts for Slow Learners, Creative Art for Learning.</p>

LEISURE/RECREATION SKILLS

Level 1

A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>4. Modeling</u></p> <p>The student:</p> <p>Demonstrates ability to make simple forms in sand.</p> <p>Creates textures in pliable materials by indenting.</p> <p>Demonstrates ability to form objects by manipulation of composition clay and/or plasticine.</p> <p><u>5. Print Making</u></p> <p>The student:</p> <p>Demonstrates ability to create a printed design on paper.</p> <p><u>6. Weaving and Stitching</u></p> <p>The student:</p> <p>Strings beads, buttons, straws, and paper forms.</p> <p>Enriches paper construction with plaiting, knotting and stringing for surface texture and for function of attaching parts.</p>	<p>Provide sand tables.</p> <p>Have student experiment with textures and shapes on clay.</p> <p>Have student use sticks, spools etc. with tempera paints; print with found objects; splatter print from arrangements of his own original cutting or tearings.</p>	
		<p>Department of Education Elementary Art Curriculum Guide.</p>

LEISURE/RECREATION SKILLS

Level 1

B. Music

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

1. Listening

The student:

Distinguishes between sounds around him, e.g. low, loud, slow, fast, soft, up, down.

Produces and recognizes familiar sounds.

Recognizes phrases and songs.

Listens for enjoyment to music, stories with background music.

Builds a repertoire of nursery rhymes, folk tales, and simple melodic composition.

Begins to recognize and identify the sounds of rhythm band instruments.

2. Singing

The student:

Discovers the sound of his own voice.

Recognizes that there are similarities in musical notes.

Recognizes and sings easy note songs.

Tell the student about the music, composer, title and story.

Use folk songs, action songs, number games, simple dramatic songs.

Music for Special Education.
Reaching the Special Learner Through Music.
Tom Thumb Early Learning Library (record).
Simple Stunts for Children (record).

LEISURE/RECREATION SKILLS

Level 1

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Participates in singing activities, group and individual.</p> <p>Demonstrates ability to sing loudly and softly.</p> <p>Demonstrates ability to sing in tune.</p> <p>3. <u>Playing</u></p> <p>The student:</p> <p>Takes part in rhythmic activities.</p> <p>Demonstrates ability to use rhythmic instruments.</p> <p>Demonstrates knowledge of simple tempo concepts in his playing: fast, slow, etc.</p> <p>4. <u>Rhythmic</u></p> <p>The student:</p> <p>Recognizes fundamental rhythmic movements, e.g. walking, running, hopping, swaying.</p> <p>Demonstrates ability to perform or respond to simple rhythms with head, feet and body.</p>	<p>Have student practise instrument playing. Introduce one at a time, easiest first.</p> <p>Have student listen, sing, clap, play, etc.</p>	

LEISURE/RECREATION SKILLS

Level 1

B. Music

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes movement (tempo)
of music through rhythmic
activities.

Dance Movement
Experience Cards.

LEISURE/RECREATION SKILLS

Level 1

C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates relaxation, concentration and trust in individual activities.</p> <p>Demonstrates personal expression through using a variety of body movements, teacher directed.</p> <p>Demonstrates ability to respond through utilization of the five senses.</p> <p>Utilizes imagination to respond to situations in a variety of ways.</p> <p>Demonstrates ability to communicate verbally and nonverbally.</p> <p>Demonstrates ability to alter voice and speech patterns.</p> <p>Demonstrates ability to discuss character's actions.</p> <p>Demonstrates ability to give simple actions to characters.</p> <p>Demonstrates knowledge that a story is made up of related incidents.</p> <p>Demonstrates knowledge that there is a conflict between opposing characters.</p> <p>Demonstrates knowledge that an audience listens to views and enjoys a presentation.</p>	<p>Provide various activities for students such as:</p> <ul style="list-style-type: none"> - listening - viewing - movement - pantomime - tasting, touching - story building - puppetry - role playing - picture sequencing - creative drama - multisensory activities. <p><u>Note:</u> This area should be used as an integral part of other curriculum areas.</p>	<p>Drama With Children. Teaching With Creative Dramatics.</p> <p>Creative Dramatics for All Children.</p> <p>Creative Movement for Special Education.</p> <p>Role Playing and the Educable Mentally Retarded.</p> <p>Creative Play for the Developing Child.</p>

LEISURE/RECREATION SKILLS

Level 1

D. Crafts and Hobbies

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Engages in the following activities according to interests and abilities:</p> <ul style="list-style-type: none"> -feltcraft -plasticine modelling (simple pottery) -paper cutting -paper folding -paper weaving -burlap stitching (designs) -puppets (paper bag) -tissue paper craft -care of house plants -black and white picture taking -pet care. <p><u>Note:</u> This is not intended to be an all-inclusive list.</p>	<p>Provide opportunities for student to express own creative ability.</p>	<p>It's Me! Building Self Concepts Through Art.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

A. Home and Family

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies own family members by name.</p> <p>Identifies what constitutes a family.</p> <p>Identifies own family members by role.</p> <p>Identifies ways in which immediate family is unique.</p> <p>Assumes responsibility for self appropriate to age: dressing self, snack preparation, keeping room tidy.</p> <p>Differentiates between personal, family and public property.</p> <p>Identifies privileges and consequences associated with family roles and routines.</p> <p>Demonstrates awareness that families change because of separation and addition through death, divorce, marriage, birth.</p> <p>Identifies community helpers: neighbors, block parents, firemen, policemen, nurses.</p>	<p>Have a class discussion about family composition.</p> <p>Have student draw pictures of family members or generalized family structure.</p> <p>Have a discussion with parents to obtain their involvement prior to instructions.</p> <p>Have a class discussion of work roles in community.</p>	<p>Mom's New Job.</p> <p>Family Value. Where's Daddy? The Story of a Divorce.</p> <p>The Letter Carrier.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

B. School

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies classmates and significant staff members by name.

Identifies classmates and significant staff members by role.

Accepts responsibility for personal property.

Differentiates between personal, private and public property.

Demonstrates respect for the personal property of others within the class.

Identifies school rules.

Identifies privileges and consequences associated with school rules and routines.

Accepts responsibility for own behavior and duties appropriate to age.

Responds to authority in the school.

Have a class discussion about school rules and routines.

Set up classroom meetings.

Thinking Box: Thinking Skills Development Program.

Schools Without Failure.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

C. Community and Country

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States the name of his community and town or city.</p> <p>Identifies the Canadian Flag.</p> <p>Identifies common community helpers, e.g. scout leader, minister.</p> <p>States the role of common community helpers.</p> <p>Identifies common neighborhood facilities, e.g. playground.</p> <p>States the purpose or function of common community facilities, e.g. community centers.</p> <p>Recognizes cultural differences within own community.</p> <p>Demonstrates awareness of community rules and routines, e.g. crosswalk.</p> <p>Identifies some cultural differences within own neighborhood.</p>	<p>Have class draw the Canadian Flag; post students' work on bulletin.</p> <p>Invite guests to visit classroom.</p> <p>Take field trips to dairy, police station, fire station.</p> <p>Visit community facilities; combine with travel training.</p> <p>Stress similarities with student's own background.</p>	<p>What is a Community (kit).</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

D. Current Events

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

States newsworthy events witnessed or heard.

Recognizes that events occur outside of home and school.

Recognizes that television, press, and radio help disseminate information.

Use current newspaper to discuss in class.

Have student listen to a radio or television newscast, and recall and discuss.

Have student listen to a pre-assigned newscast and question him.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Ecology</u></p> <p>The student:</p> <p>Classifies living organisms.</p> <p>Identifies basic requirements necessary for growth of living organisms.</p> <p>Identifies environments where plants and animals live.</p>	<p>Have student plant and care for a garden. Ask the family to make a special event of using the produce grown by the student at a meal.</p> <p>Play the game of "Animal Imitations": "Look at me! I am a ... (spider, cow, bird, etc.)".</p> <p>Keep some living things in the classroom, e.g. gerbils, fish, plants, canaries. Provide the opportunity for students to care for living things.</p> <p>Using straw, string, twigs, have students make a nest for Easter eggs or for a toy bird; use pictures of nests and a sample nest.</p> <p>Show a movie about the beaver and his handiwork.</p> <p>Take class to see an ant-hill and read the story of "The Grasshopper and the Ants".</p> <p>Have class make an ant-hill from clay, or a model beaver lodge from twigs.</p>	<p>Creative Science Experiences for the Young Child (activities).</p> <p>Animal Classification - Where Do They Belong? Animals Near Your Home. Animal Sorting Games.</p> <p>Animals Around You Series (filmstrip).</p> <p>Flora and Fauna kit.</p> <p>Take a Look at Nature (activities).</p> <p>Places Where Plants and Animals Live.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Assumes some responsibility for the care of a living organism.</p> <p>Identifies appropriate ways to behave with wild and domestic animals.</p>	<p>In school, or in cooperation with the home, have student care for plants or pets.</p> <p>Bring a dog, cat, rabbit, etc. into the classroom and by example and instruction convey the importance of proper handling. Permit students to pet or hold animal to show an understanding of this concept.</p>	
<p><u>2. Natural Phenomena</u></p> <p>The student:</p> <p>Describes weather from outdoor conditions.</p> <p>Identifies some characteristics of each season.</p>		
<p><u>3. Energy</u></p> <p>The student:</p> <p>Identifies sources of heat and light.</p>		<p>ESS/Special Education Teacher's Guide.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>4. Pollution</u></p> <p>The student:</p> <p>Identifies and disposes of litter.</p> <p>States reasons for not littering.</p> <p>Recognizes that clean air/water is necessary for good health.</p>	<p>Make an automobile litter bag from a coat hanger and a plastic bag.</p> <p>Use this opportunity to emphasize the danger of plastic bags.</p> <p>Take the students onto the school grounds and have them pick up the litter that is found there. Have them use their litter bags on this exercise. Stress the fact that they are doing other people a service.</p> <p>Explain how many of the activities of man can make the air "dirty".</p> <p>Collect pictures or slides that illustrate this concept. Play the "Clean-dirty" game in which a picture of a factory belching out pollutants will get a groan from the class while a shot of a pristine meadow will get applause.</p>	<p>Let's Find the Pollution Solution (filmstrips)</p> <p>Pollution Solutions (mobile).</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies several jobs and workers who help us to preserve the environment, e.g. grounds-keeper, street-cleaners, garbage collectors.</p> <p>Identifies places where noise control is required, e.g. library.</p> <p><u>5. Conservation</u></p>	<p>Demonstrate the concept that water may be polluted or contain harmful substances and yet look clean. Mix salt into one glass and compare it to a glass of clean water. They look the same but are not.</p> <p>Use the opportunity of actually encountering these workers in the performance of their tasks. When the school yard grass is being cut, take the students out to observe the job being done.</p>	
<p>The student:</p> <p>Demonstrates some understanding of recycling concept.</p>	<p>Using litter found on the school grounds, have the students make a litter poster, mobile, statue, etc.</p> <p>Have the students bring a refundable container to school or have them find hidden containers on the playground. After these have been collected or found in the "treasure hunt" take the class to a friendly neighborhood store to convert them to money and buy a "goodie" with the returns.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates awareness of various ways to conserve energy.</p> <p>Recongizes his responsibility to preserve the environment, e.g not damaging trees.</p> <p><u>6. Safety</u></p> <p>The student:</p> <p>Demonstrates knowledge of safety rules that apply to the outdoors, e.g. buddy system, lost procedures.</p> <p>Demonstrates knowledge of the dangers inherent in everyday outdoor tools and chemicals: knives and axes, insect repellent sprays, camp-stove fuels, etc.</p> <p>States, discusses and follows water safety rules, e.g. never go swimming alone, never go into a boat without a life-jacket.</p>	<p>Have a senior class prepare and present a short skit about a lost child who follows the correct procedures when he is lost on a family picnic.</p> <p>Show the class the "grown-up" tools that they are not allowed to use.</p> <p>Explain why these are not to be used by children.</p> <p>Explain and give examples of dangerous chemicals and discuss the importance of having a parent or other adult apply or use such things as sprays, fuels, etc.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 1

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates awareness of the danger inherent in fire and the effect that it can have on the environment.</p> <p>Demonstrates the knowledge of the danger involved in such practices:</p> <ul style="list-style-type: none"> - drinking water from unsafe sources - eating snow - eating wild berries, mushrooms, etc. 	<p>Show a film about children and matches. Introduce "Smokey the Bear" or "Paddy the Beaver" and talk about forest fires.</p> <p>Melt a glass of dirty snow in the classroom to show why one should not eat it.</p> <p>Collect and show some of the most common berries that the students might encounter and which they must avoid: dogwood, cottoneaster, honeysuckle, etc.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Personal Characteristics/Self Identification</u></p> <p>The student:</p> <p>States/writes:</p> <ul style="list-style-type: none"> - locality, province, ethnic background - ages of family members - birthdate - classroom number <p>Identifies, demonstrates or describes:</p> <ul style="list-style-type: none"> - some interests or preferences - abilities or talents (sports, arts, cooking) - physical limitations (poor vision, lack of strength). <p>Distinguishes between fantasy and reality; indicates what is real, what might be real, what cannot be real in stories and in other media, and defends his answer</p> <p><u>2. Physical Self</u></p> <p>The student:</p> <p>Interprets and categorizes:</p> <ul style="list-style-type: none"> - visual images - sounds - tastes - smells - tactile experiences (color, shape, texture, intensity, flavor). 	<p>Have class construct and label maps of community, province, country; fill out various types of forms.</p> <p>Have student make a chart of self depicting interests, talents, limitations, etc.</p> <p>Play "Compliment Game".</p> <p>Read stories which are real/fantasy and discuss.</p> <p>Have student write/tell stories which are real or fantasy.</p> <p>Have class discuss and prepare a chart of:</p> <p>"Things we can smell"</p> <p>"Things we can see", etc.</p> <p>Make a list of terms related to seeing, hearing, tasting, touching, smelling.</p>	<p>Social Learning Curriculum Kits.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes concepts related to growth and development: age, height, weight, strength, increasing knowledge and skills.</p> <p>Identifies sex differences between males and females, including appropriate identification of primary and secondary sexual characteristics.</p> <p>Identifies physical differences among people; knows how he is the same and different from others.</p> <p>Identifies and explains the relationship between age/size, height/weight.</p> <p>Describes physical characteristics (including facial features) of self and others.</p> <p><u>3. Emotional Self</u></p> <p>The student:</p> <p>Identifies specific emotions in self and others: excited, nervous, happy, sad, angry, fearful.</p>	<p>Have student match animals and offspring by picture, by label.</p> <p>Have class discussion about what makes a boy, girl, etc.</p> <p>Have student label animals appropriately by sex, e.g. bull, cow, ram, hen, cock.</p> <p>Have student write a paragraph on: "I am like"; "I am different than".</p> <p>Have student complete open ended sentences to make verbal self-portrait: "One way I am like everyone else is"; "One way I am different from everyone else is".</p> <p>Use dramatization of experience followed by discussion of feelings: "Most of the time I feel ..."; "Sometimes I can tell how you feel by"; "Sometimes you can tell how I feel by".</p>	<p>Primarily Me. Mostly Me.</p> <p>Free To Be - You and Me. I Know How You Feel. This Is Me.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies emotions from a variety of stimuli.</p> <p>Identifies causes of emotions.</p> <p>Identifies consequences of emotional reactions</p> <p>Recognizes signs of stress in self and others.</p> <p>With guidance, practises relaxation techniques.</p>	<p>Use a variety of learning resources such as pictures, stories, posters, films, filmstrips, and discuss how people were probably feeling in the various situations.</p> <p>Have student complete open-ended sentences: "I am happy when"; "I am sad when"; "I am afraid when".</p> <p>Teach student to identify stress through expression, posture, verbalizations.</p> <p>Utilize relaxation exercises which are either scripted or on records. Include imagery, slow, deep breathing, teaching the student to tense and relax muscles.</p>	<p>Interaction IV.</p> <p>Magic Circle. Toward Affective Development. Social Learning Curriculum Kits. Interaction IV Series. DUSO D2. Focus on Self Development: Awareness, Responding. Primarily Me. Mostly Me. Activities for Developing Self Awareness: Self Awareness, Career Awareness. Got To Be Me. Conflict Management.</p> <p>Peace, Harmony and Awareness - A Relaxation Program for Children (record). Sandman's Land (tape). Relaxation - a Comprehensive Manual for Adults, Children and Children with Special Needs.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes relationship between stress and physical symptoms.</p> <p>Recognizes and states causes of stress, both physical and psychological.</p> <p>Expresses emotions appropriately:</p> <ul style="list-style-type: none"> - in a variety of situations - with varying intensity - with regard to the relationship. <p>Utilizes appropriate verbal or physical behavior instead of aggressive acts in response to provoking situations.</p> <p>Recognizes how a stressful situation could have been avoided or handled more appropriately.</p>	<p>Have student complete open-ended statements: "Sometimes I can tell how you feel by" ; "Sometimes you can tell how I feel by" .</p> <p>Use role play: arguments, disagreements, fights, and discuss alternative ways of handling situations.</p> <p>Read stories which reflect problems of students in class and offer suggestions for solutions.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Needs and Motivations</u></p> <p>The student:</p> <p>Distinguishes between needs and wants.</p> <p>Identifies basic needs of safety, belonging and acceptance in addition to physical needs.</p> <p>Places basic needs in priority in given situation.</p> <p>Identifies how basic needs can be provided for.</p> <p>Recognizes the relationship between behavior and needs or motives.</p> <p>Identifies an increasing number of situations in which people need help, e.g. when feeling alone, left out, rejected.</p>	<p>Make silhouette; make list of or illustrate needs on one half and wants on the other.</p> <p>Have student determine which of two personal needs seems more important and tell why; describe a personal need that is not necessary for physical survival; identify types of shelter; tell how specific shelters provide protection and how he can tell which shelters would be appropriate to particular situations, e.g. tent, friend's home, public building.</p> <p>Have student complete open-ended sentences: "Being alone is"; "I am lonely when"; "I like to be with people when"</p>	<p>Man and His Families.</p> <p>Social Learning Curriculum Kits. Man In a World of Change Series: Man and His Family, Man and His Community, Man and His Cities. People In A World of Change Series: Your Family and School, Your People and Places, Your Communities and Change.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies sources of help including family, school, community, health and mental health personnel.</p> <p><u>2. Factors Affecting Relationships</u></p> <p>The student:</p> <p>Given a situation, indicates appropriate responses including respect, protection, cooperation and sharing, to persons of varying ages and status, e.g. baby, peer, adult.</p> <p>Given a situation, indicates appropriate responses to persons of varying roles, e.g. sibling, classmate, stranger-child, stranger-adult.</p>	<p>Visit community facilities available in time of need or emergency.</p> <p>Use role play.</p>	<p>DUSO D2.</p> <p>Focus on Self Development:</p> <p>Awareness.</p> <p>Focus on Self Development:</p> <p>Responding.</p> <p>Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States/lists ways in which boys and girls are similar/dissimilar, e.g. interests, activities, behaviors, expression of emotions.</p> <p><u>3. Handling Social Interaction</u></p> <p><u>a. Expressive Communication Skills</u></p> <p>The student:</p> <p>Communicates the same message in two or more different modes.</p> <p>States/lists advantages and disadvantages of different types of communication.</p>	<p></p> <p></p> <p>Have student communicate same message through drawing, poster, collage, chart, etc.</p> <p>Provide opportunity to practise using variation in tone, volume and speed to express meaning and add interest and variety.</p>	<p>Magic Circle.</p> <p>Toward Affective Development.</p> <p>Social Learning Curriculum Kits.</p> <p>Man In A World of Change Series:</p> <p>Man and His Family,</p> <p>Man and His Communities,</p> <p>Man and His Cities.</p> <p>Process Concept Social Studies Series.</p> <p>DUSO D2.</p> <p>Focus on Self Development:</p> <p>Awareness,</p> <p>Responding.</p> <p>Activities For Developing Self Awareness.</p> <p>Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies situations in which a specific type of communication is appropriate.</p> <p>Communicates effectively with others in socially appropriate ways:</p> <ul style="list-style-type: none"> - extending and receiving greetings - giving and accepting compliments - apologizing for breaches of social conduct. <p>Identifies some blocks to communication, e.g. interrupting, blaming, irrelevant comments.</p> <p>Communicates a wider range of feelings to others.</p> <p><u>b. Receptive Communication Skills</u></p> <p>The student:</p> <p>Demonstrates comprehension of a simple activity by:</p> <ul style="list-style-type: none"> - describing it - identifying the main idea - paraphrasing - answering questions. 	<p>Have student practise answering telephone and door politely; taking simple messages.</p> <p>Have student complete open-ended statements:</p> <p>"When someone shouts at me, I";</p> <p>"When I feel angry inside, I";</p> <p>"The best thing to do after a fight is";</p> <p>"When someone is nice to me, I".</p> <p>Play oral memory games; memory games involving reproducing gestures.</p>	<p>Magic Circle.</p> <p>Toward Affective Development,</p> <p>Social Learning Curriculum Kit.</p> <p>DUSO D2.</p> <p>Focus on Self Development:</p> <p>Awareness.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates good listening skills.</p> <p>Identifies behaviors which show when a person is/is not listening or attending.</p> <p>c. <u>Problem Solving and Decision Making</u></p> <p>Given the steps to problem solving, demonstrates understanding of the process by solving problems.</p> <p>Demonstrates an initial awareness of how problems are caused, e.g. factors relating to problem.</p>	<p>Have students follow commands.</p> <p>Present problem and take student through the steps:</p> <ul style="list-style-type: none"> - identify problem - list different ways of solving problem - choose best way - go to work on it - check results - change if necessary. <p>Have class discussion or role play possible stories or events that may have led up to these outcomes:</p> <p>"The teacher separated the angry children and told them to sit down";</p> <p>"David turned off the television set in the middle of the program his younger brother Jimmy had been watching".</p>	<p>Focus on Self Development:</p> <p>Responding.</p> <p>Activities for Developing Self Awareness.</p> <p>Got To Be Me.</p> <p>Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies what information is needed prior to making a decision.</p> <p>Identifies conflict situations.</p> <p>Applies a variety of conflict management techniques under the direction of the teacher.</p> <p>Identifies conflict management techniques which are inappropriate.</p>	<p>Have student complete open-ended sentences: "If I were a parent and my child ran away, I would"; "If I had a problem like Andy's I would".</p> <p>Use role playing and discussion of various techniques, e.g. negotiating, active listening, postponing.</p>	
<p><u>4. Rules and Routines</u></p>		
<p>The student:</p> <p>Identifies school rules and recognizes breaking of rules.</p> <p>Follows rules of appropriate behavior in school and on the playground.</p> <p>Identifies consequences of breaking rules (in community).</p>	<p>Compose a chart of school rules. Have class discussion; set up classroom meeting.</p> <p>Have students experience consequences of breaking rules.</p>	<p>Schools Without Failure. Reality of Success (film). Innerchange, Unit 39. Man In A World of Change Series: Man and His Family, Man and His Communities, Man and His Cities. People In A World of Change Series: Your Family and School, Your People and Places, Your Communities and Change.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies situations which require the establishment of routines or rules in school or on the playground.</p> <p>Identifies the need for routines and rules (order, protection, equality).</p> <p><u>5. Social Roles</u></p> <p>The student:</p> <p>Identifies roles associated with the school and enumerates some of the characteristics of these roles.</p> <p>Recognizes the commonalities when different people assume the same role, e.g. teacher, friend, student, nurse.</p> <p>Assumes leader roles:</p> <ul style="list-style-type: none"> - in the classroom/ playground - with peers in structured situations (games, classroom activities). <p>Demonstrates initial recognition that roles may involve rights and privileges, duties and obligations.</p>	<p>Prepare scrapbook of school life with suitable illustrations, cut out or drawn by the students, with captions.</p> <p>Have each student explain what they would do as a teacher, a friend, etc. Discuss similarities and differences.</p> <p>Assign student responsibility of being "teacher for a period".</p> <p>Role play incidents of school life; have student assume the role of principal, teacher, student, etc.</p>	<p>Activities for Developing Self Awareness. Focus on Self Development: Awareness, Responding. Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 2

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>6. Values and Social Expectations</u></p> <p>The student:</p> <p>Demonstrates initial awareness of differences in culture.</p> <p>Recognizes basic societal values: honesty, kindness, helpfulness, cleanliness, cooperation, courtesy.</p> <p>Given examples or situations, indicates the behavior which best illustrates a given value.</p> <p>Recognizes violation of basic societal values: loyalty, respect, acceptance, freedom, equality, empathy, responsibility, inter-dependence, individuality.</p>	<p>Have an ethnic day where students bring a favorite food or artwork of their cultur/ethnic background.</p>	<p>Rainbow Activities - 50 Multi-cultural Human Relations Experiences.</p>

TRAVEL
Level 2
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and demonstrates understanding of a broader range of safety and traffic rules.</p> <p>Travels independently in community, e.g. walking, bicycle riding, bus.</p> <p>States the advantages and disadvantages of various modes of travel: walking, bicycle, bus, train, plane.</p>	<p>Use role playing; discuss safety rules and rules of the road.</p> <p>Set up longer trips to various points in the community.</p> <p>Have students make charts, scrapbooks, picture stories.</p>	

TRAVEL
Level 2
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Follows written and verbal directions.</p> <p>Obeys traffic signs and rules.</p> <p>Recognizes landmarks in wider community.</p> <p>Uses simple maps.</p> <p>Identifies alternate routes to familiar destinations.</p> <p>Reads time to the half-hour.</p> <p>Demonstrates appropriate behavior and knowledge of rules in a variety of settings.</p> <p>Locates help when required.</p>	<p>Make maps of the classroom and school.</p> <p>Make simple maps and have student locate alternate routes.</p> <p>See Computation section.</p>	

HEALTH
Level 2
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge that the body needs food for growth and for energy at work and play.</p> <p>Identifies the four basic food groups.</p> <p>Classifies food into correct food groups.</p> <p>States Canada Food Rules.</p> <p>Recognizes ways by which a family works together to provide good nutrition.</p>	<p>Have student make cardboard models to illustrate the four basic food groups.</p> <p>Play card game using pictures of food from four basic food groups.</p> <p>Have class make slogans, posters, puzzles, mobiles.</p> <p>Invite resource person.</p> <p>Have students enumerate and discuss.</p> <p>Illustrate through picture wall charts, cartoon slides.</p> <p>Invite a dietician/nutritionist to visit class.</p> <p>Use discussion and role play.</p> <p>Have class visit a supermarket.</p> <p>Read stories and poems.</p>	<p>Canada Food Guide. Food for Thought. Milk Foundation Materials. Food for Health (film).</p>

HEALTH
Level 2
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes the relationship between good eating habits and growth and development.</p> <p>Recognizes importance of hygienic practices in food preparation, etc.</p>	<p>Have class compare pictures of healthy and unhealthy children.</p>	

HEALTH
Level 2
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Knowledge of Body</u></p> <p>The student:</p> <p>Identifies major external body parts:</p> <p>Recognizes the secondary physical and sexual changes taking place among boys and girls.</p> <p>Recognizes that growth takes place.</p> <p><u>2. Care of the Body</u></p> <p>The student:</p> <p>Demonstrates independence in practising body cleanliness.</p> <p>Identifies methods of maintaining a strong healthy body: food, exercise, sleep, non-use of drugs.</p> <p>Practises physical fitness program.</p> <p>Demonstrates knowledge of what to do in case of minor illness.</p>	<p>Have student share personal experience on physical development.</p> <p>Have a class discussion.</p>	<p>The Problem - Acne. Almost Everyone Does (film). Self Care Series. Self Care Sequential Cards.</p>

HEALTH
Level 2
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of when to seek medical attention.</p> <p>Demonstrates understanding of need for relaxation and rest.</p> <p><u>3. Drugs and Alcohol</u></p> <p>The student:</p> <p>Demonstrates knowledge of appropriate use of prescription and non-prescription drugs.</p> <p>Deomstrates knowledge of how to obtain prescription drugs.</p> <p>With supervision, takes prescribed medication.</p>	<p>Show films, filmstrips and discuss.</p>	<p>Drugs - Friend or Foe.</p>

HEALTH
Level 2
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies medical personnel and their function: doctors, dentists, nurses, eye specialists.</p> <p>Identifies hygiene personnel and their function, e.g. garbagemen, street cleaners.</p> <p>Identifies mental health personnel and their function, e.g. school psychologist, guidance counsellor.</p>	<p>Set up bulletin board; make a scrapbook.</p> <p>Have class make slogans and posters. Read stories and poems.</p> <p>Use role play.</p> <p>Go on field trip.</p>	<p>Materials from Department of Public Health.</p>

SAFETY
Level 2
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increased understanding of the dangers associated with various areas in the home and school.</p> <p>Demonstrates knowledge of how accidents can be prevented.</p> <p>Observes all rules associated with fire drill.</p> <p>Recognizes sources of help in time of emergency.</p> <p>Administers basic first aid, e.g. band-aid, cleaning cut.</p>	<p>Invite safety officers from the community to speak to class.</p> <p>Make safety posters and display them on the bulletin board.</p> <p>Have class make scrapbook; write home safety slogans; sing songs about safety.</p> <p>Demonstrate steps involved in hazard analysis.</p> <p>Demonstrate, have class discuss and practise.</p> <p>Take a field trip to a fire station and have student observe organization of an efficient fighting team.</p> <p>Have class enumerate, discuss, dramatize.</p> <p>Demonstrate and role play use of telephone in case of an accident emergency.</p> <p>Conduct simulated first aid of wounds; indicate ways to avoid infection.</p>	<p>Prevent - a handbook of classroom ideas.</p> <p>Safety in the Home.</p> <p>Safety series.</p> <p>I.P.A. Manual (1980).</p> <p>St. John's Ambulance materials.</p>

SAFETY
Level 2
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increased understanding of the dangers on streets and highways.</p> <p>Demonstrates knowledge that many accidents can be prevented.</p> <p>Practises safety rules on streets and highways.</p> <p>Demonstrates responsible behavior on streets and highways.</p> <p>Recognizes sources of help in time of emergency.</p>	<p>Have student look for and read various traffic signs; create replicas of these with construction paper or cardboard.</p> <p>Have students do a hazard analysis.</p> <p>Draw map of streets and traffic lights and mark where student lives; help him select safest route to school.</p> <p>Take a field trip to a busy corner, observe the traffic flow and make a list of discourteous, unsafe pedestrian and bike riders' acts.</p> <p>Demonstrate, have class discuss and practise proper bicycle riding practices.</p> <p>Prepare a bicycle safety presentation for the school assembly or parent-teacher meeting.</p>	<p>Road Signs of the Times.</p> <p>I.P.A. Manual (1980). Safety Series.</p>

SAFETY
Level 2
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increased understanding of the dangers associated with different recreation areas.</p> <p>Practises safety rules in each recreational area.</p> <p>Identifies ways in which accidents can be prevented.</p> <p>Recognizes source of help in time of emergency.</p>	<p>List ways in which people can help with safety in the different recreation areas.</p> <p>Create skits that reveal appropriate behaviors in different recreation areas.</p> <p>Have class make posters and slogans.</p> <p>Demonstrate, have class discussion and role play.</p> <p>Invite safety officials from the community to speak to the class.</p> <p>Have student participate in community improvement projects, e.g. litter control.</p> <p>Have class enumerate and discuss.</p> <p>Visit different agencies that contribute to community safety.</p>	

WORLD OF WORK

Level 2

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Use of Tools and Equipment</u></p> <p>The student:</p> <p>Identifies more tools and demonstrates greater proficiency in their use, e.g. hand saw.</p> <p>Follows simple rules of organization and care of tools and materials.</p>	<p>Demonstrate correct usage of tools. Have student experiment with tools.</p> <p>Label storage area. Demonstrate and discuss correct storage. Have students store tools.</p>	<p>I.P.A. Manual 1980. Workjobs I and II.</p> <p>Tool Boards. Cubby Holes. Wall Charts.</p>
<p><u>2. Following Directions</u></p> <p>The student:</p> <p>Follows a more complex set of directions.</p> <p>Identifies persons in authority in the school and immediate community, e.g. policeman, pool guard, playground supervisor.</p>	<p>Provide verbal directions clearly and concisely; when appropriate, pair with written directions.</p> <p>Praise student for successful completion of task.</p> <p>Make posters of people in authority. Have class discussion about these people's responsibilities and how and why students relate to them.</p>	<p>Deal Me In. Wall Charts.</p> <p>Community Helpers.</p>
<p><u>3. Decision Making</u></p> <p>The student:</p> <p>Chooses independently between two or more alternative activities.</p>	<p>Provide a variety of options in materials and activities and have student choose one, e.g. crayons or paints.</p>	<p>Learning Centers.</p>

WORLD OF WORK

Level 2

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>4. Independence</u></p> <p>The student:</p> <p>Demonstrates ability to behave appropriately in unfamiliar situations, e.g. seeking aid from janitor.</p>	<p>Provide the student with opportunities to contact unfamiliar adults.</p> <p>Use role play.</p>	

WORLD OF WORK

Level 2

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Why Work</u></p> <p>The student:</p> <p>Recognizes that people need money to purchase necessities, e.g. goods, services.</p> <p>Recognizes that finishing a task brings satisfaction.</p> <p><u>2. Job Awareness</u></p> <p>The student:</p> <p>Demonstrates awareness that people do different jobs at home, in school, in the community.</p>	<p>Play game: "When I grow up I would like to be".</p> <p>Play game similar to television game "It's Your Move". Have student act out job for other students to guess.</p> <p>Compile poster: Helpers in our Community.</p>	<p>I Want To Be Books. Perhaps I'll Be --- series.</p> <p>Jobs From "A to Z". Career Awareness Book and Cassette.</p> <p>Ladybird Books - Career series.</p> <p>Real People at Work, Occupational Awareness Program.</p> <p>My Dad's a Park Ranger. Kids' Stuff.</p>
<p><u>3. Job Demands</u></p> <p>The student:</p> <p>Demonstrates good work habits.</p>	<p>Use role play: have student act situations where good work habits are not demanded; discuss consequences, e.g. pretend to make a dog house and leave it half finished.</p>	<p>A Good Worker. Positive Attitude Posters.</p>

WORLD OF WORK

Level 2

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates positive attituded towards work.</p> <p>Arrives on time for school.</p> <p>Follows instructions.</p> <p>Completes selected tasks at school and home and assumes some responsibility for this.</p>	<p>Have a class discussion: "Have you helped anyone today?"</p> <p>Make student aware that re-quests for help can be made effectively (content), ac-ceptably (style). Provide examples.</p> <p>Have student make individual daily routine time chart.</p> <p>Have a class discussion on why routine is necessary.</p> <p>Compile a poster; extend vocabulary and include ab-breviations of time found in ads, e.g. hour, hourly, month, per week, part-time, permanent.</p> <p>Play games not familiar to student; have him work these out with aid of written instructions.</p> <p>Have student construct models with use of manual.</p> <p>Record number of reminders needed to complete a given lesson. Set up contract and provide awards for improve-ments.</p>	<p>A Good Worker.</p> <p>Making It On Your Own.</p>

WORLD OF WORK

Level 2

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes own mistakes and corrects them.</p> <p>Demonstrates good listening habits.</p> <p>Communicates effectively in school.</p>	<p>During work periods have student recognize and discuss mistakes and suggest improvements: "Next time".</p> <p>List safety rules that apply (see Safety).</p> <p>Develop oral comprehension skills: read story suitable for level and ask basic who, why, when, where, type questions.</p>	<p>Stories About Workers.</p> <p>Getting a Job.</p>

WORLD OF WORK
Level 2
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Awareness of Personal Abilities and Interests</u></p> <p>The student:</p> <p>Identifies jobs/careers which may be of special interest to him.</p> <p>Demonstrates knowledge that he can not do certain jobs.</p> <p>Describes abilities and limitations he has regarding a specific job.</p> <p><u>2. Awareness of Process</u></p> <p>The student:</p> <p>Demonstrates ability to use telephone.</p>	<p>Play game: "When I grow up".</p> <p>Have a class discussion about: "Jobs we do not want to do at home, school".</p> <p>Compile a list: have class suggest which jobs are difficult and which are relatively easy; discuss.</p> <p>Role play use of telephone in various "problem" situations where student contacts appropriate service required, e.g. friend, mom, police.</p>	<p>Sign-A-Mite. Career Cards. Occupational Alphabet. My Dad's a Park Ranger. Career Loto. Ladybird Books. Perhaps I'll Be----- Series.</p>

WORLD OF WORK
Level 2
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to take and leave messages.</p> <p>Demonstrates ability to use telephone directory in looking for information.</p> <p>Develops awareness that people must look for jobs.</p>	<p>Have student assist in conveying messages to school personnel, deliver notes or newsletters home properly, bring note for absence, etc.</p> <p>Using telephone directory, have student locate: index, emergency calls, towns served, yellow pages.</p> <p>Have student locate friend's telephone number.</p> <p>Have a class discussion about use and misuse of telephone.</p> <p>Provide opportunities for practice; have student recall number, dial, obtain change, correct information.</p> <p>Have a class discussion about what would happen if there were no postmen, nurses, waitresses, etc.</p> <p>Have a class discussion about where students find part-time jobs.</p> <p>Compile list of part-time jobs known to students.</p> <p>Examine classified section of newspaper and discuss the purpose of Want Ads.</p> <p>Have student collect different newspapers and locate the Want Ads section in each one.</p>	

WORLD OF WORK
Level 2
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Accepts rules at home and school.</p>	<p>Have a class discussion about "What important job (or combination) have I done today".</p>	

WORLD OF WORK
Level 2
E. Worker's Rights

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates understanding
of personal self worth and
dignity.

The Mouse, the
Monster and Me.

HOME MANAGEMENT
Level 2
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Care</u></p> <p>The student:</p> <p>Stores outer clothing properly.</p> <p>Recognizes soiled clothing.</p> <p>Assists with laundry.</p> <p>Distinguishes between types of detergents to be used for certain clothes.</p> <p>Decides what to do if something is lost.</p> <p><u>2. Selection</u></p> <p>The student:</p> <p>Chooses clothes for school or leisure.</p> <p>Chooses suitable style, color and design for occasion.</p>	<p>Have a class discussion on where clothes are to be placed when coming back from recess or lunch.</p> <p>Have student complete open-ended sentences: "I would wear my suit to"; I would wear runners to"</p> <p>Have class prepare scrapbook and label what each item is for.</p>	<p>Clothing Care series.</p>

HOME MANAGEMENT
Level 2
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to discuss and analyze the reasons for choosing clothing, e.g. simplicity, comfort, quality, fit.</p> <p>Identifies and discusses location of stores and how to get to them.</p> <p><u>3. Construction</u></p> <p>The student:</p> <p>Demonstrates ability to use common tools.</p> <p>Demonstrates correct way of handling common tools, e.g. holding or passing scissors (safety procedures).</p> <p>Demonstrates ability to do simple sewing or craft work, e.g. sew buttons, construct puppets.</p>	<p>Take field trip to store; discuss sizes, etc.</p> <p>Take field trips into community; ask the student to take you to a specific place.</p> <p>Show the motions one would do in using tools.</p> <p>Have student pick out a particular tool and demonstrate how to use it.</p> <p>Provide practice in actual situations; have student sew buttons on garment.</p>	

HOME MANAGEMENT

Level 2

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Shopping</u></p> <p>The student:</p> <p>Identifies what to buy for certain meals.</p> <p>Demonstrates ability to read labels for price and quality.</p> <p>Describes and demonstrates safety in shopping.</p> <p>Explains and demonstrates how to get to grocery stores.</p> <p>Differentiates express line from regular check out.</p> <p>Differentiates between kinds of vegetables, meats, fruits, etc.</p> <p>Given a list, purchases everyday food items.</p>	<p>Have student list kinds of things one would buy for specific meals, e.g. breakfast, lunch.</p> <p>Take field trip to store to read certain labels and prices. Set up store and role play buying certain goods for specific prices.</p> <p>Take trip to store to show express line.</p> <p>Have class classify various kinds of foods.</p> <p>Have student make scrapbook placing foods in categories, e.g. meat, vegetables, fruits.</p>	

HOME MANAGEMENT

Level 2

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2. Preparation</u></p> <p>The student:</p> <p>Demonstrates ability to use kitchen tools and facilities.</p> <p>Demonstrates ability to clean kitchen after use.</p> <p>Demonstrates ability to plan and prepare own lunch.</p> <p><u>3. Serving</u></p> <p>The student:</p> <p>Demonstrates ability to prepare table for meals.</p> <p>Demonstrates ability to serve family and friends.</p> <p>Behaves appropriately at meal time at home, school, restaurant.</p> <p><u>4. Preserving</u></p> <p>The student:</p> <p>Demonstrates increased ability to store food appropriately.</p>	<p>Provide practice.</p> <p>Have class discuss and list equipment needed to clean up kitchen table and counter.</p> <p>List rules of sanitation in the kitchen.</p> <p>Have a class discussion on how to set the table; general appearance of the room; placement of table and chairs and utensils; decoration of table.</p> <p>Have students set table.</p>	<p>ABC Cookery.</p> <p>Crunchy Bananas.</p> <p>Kids Garden Book.</p> <p>What's Cooking?</p> <p>Planning Meals and Shopping.</p> <p>Food Planning, Modern Consumer Education.</p>

HOME MANAGEMENT

Level 2

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge and understanding of food protection.</p> <p>Assists in various methods of home preserving.</p> <p><u>5. Production</u></p> <p>The student:</p> <p>Participates in chores related to food production.</p> <p>Explains production process, e.g. wheat made into bread.</p>		

HOME MANAGEMENT
Level 2
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Selection</u></p> <p>The student:</p> <p>Explains what is available in housing, e.g. single homes, house keeping rooms, room and board, condominiums, apartments.</p> <p>Demonstrates understanding of difference between renting and buying.</p> <p><u>2. Furniture and Furnishings</u></p> <p>The student:</p> <p>Explains function of all furnishings.</p> <p>Explains and demonstrates simple household techniques and equipment.</p>	<p>Have a class discussion on types of houses available.</p> <p>Prepare bulletin board showing all kinds of furniture; ask student to tell function of each.</p> <p>Have a class discussion to develop student awareness of the specific types of furniture needed in a home.</p> <p>Have students choose roles and dramatize the different tasks usually performed in the household.</p> <p>Delegate responsibilities in the cleaning of the classroom.</p>	

C. Maintaining the Home

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HOME MANAGEMENT
Level 2
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Explains babysitting responsibilities.</p> <p>Demonstrates ability to help mother care for infant.</p> <p>Recognizes the importance of prevention and care of disease.</p>	<p>Enroll student in a baby-sitting course.</p> <p>Have a class discussion on safety needs and child care.</p>	

MONEY MANAGEMENT
Level 2
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Names jobs for which payment is made.</p> <p>Names jobs for which payment is not made.</p> <p>Recognizes that job must be completed to earn money.</p> <p>Identifies coins and paper money.</p> <p>Writes money amounts of increasing difficulty.</p> <p>Translates amount to calculator.</p>	<p>Have student collect ads in local newspaper, collect data on pay for each job.</p> <p>Construct a poster of community volunteers.</p> <p>Have a class discussion: "Why volunteer?"</p> <p>List jobs done in class; discuss why.</p> <p>Have student count change with larger number of coins, etc.</p> <p>Have student collect empty containers with labels and price; enter prices on shopping list provided.</p>	<p>Managing Your Money. Your World of Money.</p> <p>Money Math. A Course in Coins.</p>

MONEY MANAGEMENT
Level 2
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Where to Buy</u></p> <p>The student:</p> <p>Identifies places where goods or services can be bought.</p> <p>Using various means, locates items for purchase, e.g. newspaper, telephone directory.</p> <p>Calculates estimated costs of familiar articles in school and home.</p>	<p>-</p> <p>Play game: have individual students guess cost of well known objects.</p> <p>As a class activity, list estimated cost of items on poster; show actual price under.</p> <p>Compile checklist of common items; have student indicate what is affordable and what is not.</p> <p>Have a class discussion on personal experience with spending money.</p>	
<p><u>2. How to Buy</u></p> <p>The student:</p> <p>Equates cost of wanted item with available money.</p> <p>Develops and utilizes simple budget (weekly).</p>	<p>Use role play: store; give exact money.</p>	<p>Your Family and Its Money.</p> <p>Budgeting series.</p>

MONEY MANAGEMENT
Level 2
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes that there are different methods of payment, e.g. cash, cheque, credit.</p>		
<p><u>3. What to Buy</u></p>		
<p>The student:</p> <p>Recalls essential and non-essential items for basic living needs.</p>	<p>Have class discussion on "Things we could do without".</p> <p>Compile checklist: have student indicate things needed and items not needed.</p> <p>Use role play: "Pretend you are going camping. What do you really need?"</p>	
<p><u>4. When to Buy</u></p>		
<p>The student:</p> <p>Demonstrates understanding that prices for familiar items vary from time to time.</p>	<p>Make a list to record how much each student paid for candy, etc.</p> <p>List places where candy can be bought; have class visit and compare prices.</p> <p>Have student visit store; locate and record items and prices of unadvertised specials; calculate savings, if any.</p>	

MONEY MANAGEMENT
Level 2
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Saves own spending money for special purchase.</p> <p>Names places where money can be saved.</p> <p>With assistance, opens a savings account.</p>		

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates a variety of movement combinations:</p> <ul style="list-style-type: none"> - throwing and catching - kicking and running - striking in a direction - throwing and dodging - ball handling and running - running and jumping - run and kick an object - start movement on cue - listen, move, freeze and balance - collapse, roll - rest and relax. <p>Note: This list is not meant to be all-inclusive.</p>	<p>Use the following activities:</p> <ul style="list-style-type: none"> - bean bag in circle - target toss - hit the bucket - over the net - keep it up (ball) - kick and chase - push ball relay - bat ball - scatter dodge ball - relays involving ball handling. <p>Whenever possible integrate the student into the regular physical education program.</p>	<p>Teaching Your Wings To Fly.</p> <p>Until the Whistle Blows. Vos. I & II.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to participate in a variety of activities:</p> <ul style="list-style-type: none"> - jumping activities - relays - gymnastics - tether ball - bowling - bicycling - team dodge ball - hanging activities - folk dancing - swimming - skating <p>Note: This list is not meant to be all-inclusive.</p>	<p>Provide opportunity for the student to participate in various games and activities.</p>	<p>Creative Games for Learning.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 2

C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates respect for property of others.</p> <p>Practises socially acceptable behavior.</p> <p>Demonstrates knowledge of dress appropriate for various activities.</p> <p>Demonstrates ability to resist group pressure.</p> <p>Demonstrates knowledge of the rights of others.</p>		<p>DUSO Kit - D1.</p> <p>Focus on Self Development, Stage One: Awareness; Stage Two: Responding.</p> <p>Becoming Yourself, Unit 1.</p>

LEISURE/RECREATION SKILLS

Level 2

A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Cutting, Tearing</u> <u>Fastening</u></p> <p>The student:</p> <p>Cuts a definite shape with blunt scissors.</p> <p>Cuts or tears free geometrical or representative shapes.</p> <p>Arranges and fastens string and/or yarn on to flat materials.</p> <p><u>2. Constructing</u></p> <p>The student:</p> <p>Utilizes a saw, file, hammer, nails and glue in constructing with wood and other materials.</p> <p>Sews, laces, and ties parts together.</p> <p>Does paper mache sculpting.</p>	<p>Provide opportunity to practise cutting, tearing definite shapes.</p> <p>Use paper or metal foil; have student cut or tear pieces to form murals or mosaics.</p> <p>Have student make useful articles such as folders, booklets and greeting cards.</p> <p>Provide opportunity to look at man-made geometric shapes.</p> <p>Use a milk carton, paper cups and boxes; have student make holiday ornaments by folding, cutting, twisting.</p> <p>Have student build play articles from boards, blocks, cartons, cans, boxes, spools, and any other materials available.</p>	<p>General Resources: Creative Art Tasks for Children, Art Box, Easy Crafts for the Classroom, Create, Your Art Idea Book, Scrap Craft, I.P.A. Manual, 1980, Trash Can Toys and Games. Recipes for Arts and Craft Materials.</p>

LEISURE/RECREATION SKILLS
Level 2
A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3. Drawing and Painting</u></p> <p>The student:</p> <p>Uses paints, crayons, or chalk on various papers to express reaction to people, play, home, school and neighborhood.</p> <p>Makes imaginative pictures with opaque water colors on large paper with a large brush.</p> <p><u>4. Modeling</u></p> <p>The student:</p> <p>Demonstrates ability to model object using firing clay, e.g. pinch posts, beads.</p> <p>With assistance, joins coils or slabs of clay together.</p> <p><u>5. Print Making</u></p> <p>The student:</p> <p>Demonstrates ability to print with sticks on a variety of media.</p> <p>Demonstrates ability to make a design and use it to print with.</p>	<p>Have student draw on wet paper with chalk; make silhouettes.</p> <p>Have class look at pictures of artists who have shown imagination about people, places and things.</p> <p>Have student make color beads with various glazes.</p> <p>Have student print on wrapping paper, cards, cardboard, etc.</p> <p>Have student glue cardboard, sponges, etc. together.</p>	<p>The Craft Centre.</p>

LEISURE/RECREATION SKILLS

Level 2

A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to overprint layers to achieve levels.</p> <p>Demonstrates ability to print in other medium, e.g. stencil printing, mono-printing.</p> <p><u>6. Weaving and Stitching</u></p> <p>The student:</p> <p>Adds texture, color or pattern to drawing on paper with outline stitch or other related stitch.</p> <p>Enriches paper construction with plaiting, knotting and stringing for surface texture and for function of attaching parts.</p> <p>Mounts his own pictures in stitches carefully and takes home.</p> <p>Weaves, using simple looms.</p> <p>Makes simple objects/ designs in macrame.</p>		

LEISURE/RECREATION SKILLS

Level 2

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Listening</u></p> <p>The student:</p> <p>Recognizes contrast in sound and repeated notes.</p> <p>Begins to distinguish between string and percussion instruments.</p> <p>Begins to recognize male and female voices.</p> <p>Builds repertoire of folk tales.</p> <p><u>2. Singing</u></p> <p>The student:</p> <p>Expands knowledge of rote songs.</p> <p>Demonstrates awareness of dynamics: loud, soft, fast, slow.</p> <p>Demonstrates good singing habits.</p> <p>Begins to perform before an audience.</p> <p><u>3. Playing</u></p> <p>The student:</p> <p>Demonstrates ability to play two or three notes and tonal patterns.</p>	<p>Give enough guidance for student to guess title, story or mood.</p> <p>Use folk songs, action songs and number games.</p> <p>Use simple dramatic songs.</p> <p>Have student sing work songs.</p>	<p>Music for Special Education.</p> <p>Reaching the Special Learner Through Music.</p>

LEISURE/RECREATION SKILLS

Level 2

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increased ability to use rhythmic instruments.</p> <p><u>4. Rhythmic</u></p> <p>The student:</p> <p>Associates basic rhythmic activities with appropriate music.</p> <p>Demonstrates recognition of tones of varying length.</p> <p>Participates in rhythmic experiences, e.g. folk dancing.</p>		<p>Dance Movement Experiences.</p>

LEISURE/RECREATION SKILLS

Level 2

C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates relaxation, concentration and trust of self and others.</p> <p>Demonstrates body movement in a variety of situations (non-directed).</p> <p>Identifies environmental stimuli to the senses.</p> <p>Uses imagination to help characterization.</p> <p>Demonstrates ability to communicate meaning by altering voice and speech patterns.</p> <p>Demonstrates ability to give speech or language to major characters.</p> <p>Demonstrates ability to imagine simple situations for characters.</p> <p>Demonstrates knowledge about what creates a character, e.g. actions, appearance.</p> <p>Demonstrates knowledge that scenery, lighting and costumes affect action of story.</p> <p>Gives critical non-verbal responses to presentation.</p>	<p>Use small group activities, puppetry.</p>	<p>Creative Dramatics for All Children.</p> <p>Creative Dramatics.</p>

LEISURE/RECREATION SKILLS

Level 2

D. Crafts and Hobbies

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Engages in the following activities according to interests and abilities:</p> <ul style="list-style-type: none"> - cardboard construction - plaster of Paris - copper crafts - paper mache - puppets - hooked rugs - weaving - stitching - tile bead coasters and mats - models (commercial kits) - clay modeling - painting - planting seeds and rearing plants - color picture taking - macrame - pet care - collections (stamps, cards, insects, etc.) <p>NOTE: This is not intended to be an all inclusive list</p>	<p>Provide opportunity for student to express own creative ability.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

A. Home and Family

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies members of extended family by name.</p> <p>Identifies members of extended family by role.</p> <p>Identifies ways in which extended family is unique.</p> <p>Demonstrates knowledge that family life differs in rural/urban settings.</p> <p>Assumes responsibilities within the family.</p> <p>Assumes responsibility for personal property.</p> <p>Assumes responsibility for own behavior.</p> <p>Identifies factors which cause change in families: moving, illness, alcoholism, disability.</p> <p>Identifies functions of community helpers.</p>	<p>Establish routines in class to deal with care of desk, locker and personal belongings, e.g. clothing, P.E. gear.</p>	<p>Home and Family.</p> <p>TABA Program in Social Science.</p> <p>Family Value.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

B. School

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Identifies classmates and majority of staff members with whom he deals.

Identifies classmates and majority of staff members by role.

Accepts responsibility for personal and public property.

Demonstrates respect for the personal property of others within the school.

Discusses reasons for school rules.

Responds to authority in the school.

Responds to elected authority in the school.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

C. Community and Country

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Defines a community.</p> <p>States the name of his town or city, province and country.</p> <p>Identifies and explains the symbolism in the Canadian Flag.</p> <p>Identifies common city or town facilities, e.g. historical park.</p> <p>Visits a local recreation facility.</p> <p>States the purpose of common city or town facilities, e.g. swimming pools.</p> <p>Demonstrates awareness of cultural differences within own city or town, e.g. Western Indian, Eastern Indian.</p> <p>Demonstrates awareness of city or town rules and laws, e.g. pedestrian rights.</p> <p>Identifies cultural differences within own community.</p>	<p>Have a class discussion on the need for laws.</p>	<p>Working for Canadians.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recalls major news events from media.</p> <p>Gathers basic weather information.</p> <p>Recalls daily weather report.</p> <p>Selects a radio or television newscast.</p> <p>Identifies weather as an event beyond personal control.</p>	<p>Set up a daily weather condition chart to be looked after by assigned students.</p> <p>Have student make simple weather prediction based on current weather reports.</p> <p>Have student make a list of the television shows he watches.</p> <p>Have class write a simple classroom newspaper (draw pictures in lieu of writing, use photographs).</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 Level 2
 E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Ecology</u></p> <p>The student:</p> <p>Classifies related species.</p> <p>Classifies plant material on two or more dimensions.</p> <p>Demonstrates some knowledge of laws dealing with animal care, e.g. pet licensing.</p> <p>Assumes responsibility for the care of a living organism.</p> <p>Recognizes and appreciates man as a builder of the world of nature.</p>	<p>Take student for a walk around the neighborhood and have him examine or observe such modifications to our environment as:</p> <ul style="list-style-type: none"> - paved roads - sewer systems - boulevard trees - fire hydrants - weed-free lawns - insulated houses (storm windows) - evidence of house heating (chimneys). 	<p>Alberta Fish and Wildlife posters.</p> <p>ESS/Special Education (activities).</p> <p>Outdoor Education Handbook, K-7. Government Environmental Resource Materials Guide.</p>
<p><u>2. Natural Phenomena</u></p> <p>The student:</p> <p>Predicts weather from sky conditions/descriptions.</p>		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States how weather affects daily life.</p> <p>States characteristics of each season.</p> <p><u>3. Energy</u></p> <p>The student:</p> <p>Demonstrates knowledge of alternate energy sources, e.g. wood burning fireplaces, solar heating.</p> <p>Recognizes the need to modify climate by such techniques as heating houses or clothing.</p> <p>Demonstrates awareness that the energy used to heat his home and provide other utilities costs money.</p>	<p>Discuss that as fuel and other forms of energy become scarce the cost goes up.</p> <p>Ask students to discuss the cost of electricity and other utilities with their parents.</p> <p>Teach student to adjust a thermostat.</p> <p>Use an unfinished garage to show methods of insulating a building.</p> <p>Visit a neighborhood pet shop to relate environmental controls (aquarium heaters) to man's efforts along this line.</p>	<p>Science Experiments You Can Eat.</p> <p>Living Well in Times of Scarcity.</p> <p>Energy Conservation Cut-outs. Utility and gas bills.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>4. Pollution</u></p> <p>The student:</p> <p>Demonstrates awareness of a variety of environmental considerations, e.g. while walking, riding various vehicles.</p> <p>Selects one field of work that is related to pollution control.</p> <p>Recognizes those aspects of his world that are related to preserving his environmental safety.</p>	<p>Have student prepare a list of environmental features to watch for on his next car ride (pollution bingo). Include:</p> <ul style="list-style-type: none"> - litter barrel - no loitering sign - a very noisy truck or car - a campground garbage can, etc. <p>Have a class picnic at a nearby park or roadside campground. While at the site teach student the basics of good use of the facilities, e.g. leave the ground uncluttered, replace the wood supply, no cutting of wiener sticks, proper toilet practices.</p> <p>Take field trip to airport and discuss pollution resulting from air travel.</p> <p>Discuss that, in a city, the removal of man's waste materials is carried out by special people and special equipment or systems.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
Level 2
E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>5. Conservation</u></p> <p>The student:</p> <p>Demonstrates knowledge that conservation through wise use saves money.</p> <p>Demonstrates knowledge that proper insulation in a home can save on fuel costs but may require an initial expense.</p> <p>Demonstrates knowledge and appreciation for the use of energy saving modes of travel, e.g. bicycle, public transport, walking.</p> <p>Given a choice of two equal products opts for the one with fewer negative environmental effects.</p>	<p>Have student make a small poster to remind people at home to turn out the lights when leaving a room.</p> <p>At home, have the student monitor the thermostat to ensure that it is turned lower at night when the family sleeps.</p> <p>Have student examine the insulation used in his attic and explain how it saves heat loss just as a blanket on the bed keeps him warm.</p> <p>Have a class discussion about the concept of a car-pool to show the need for different attitudes on the part of our citizens in regard to energy consumption.</p> <p>Play a game which requires consumer awareness on the part of the student. For example: "Which of these two soft drinks would you buy?" Teach the student to select the refundable bottle over the no-refund container.</p> <p>Study the ice cream cone as an example of a very energy efficient container which is easily disposed of and which serves its purpose well.</p>	<p>Living Well in Times of Scarcity.</p> <p>Sample insulation materials.</p> <p>A Citizen's Handbook. On Waste Management and Recycling.</p>

E. Environmental Education

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CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 2

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes people in positions of authority in parks, campsites, and public outdoor centers, and demonstrates awareness of their ability to help in emergencies.</p> <p>Demonstrates a basic awareness of first aid for minor injuries, e.g. nettles, insect stings, small cuts, minor burns.</p> <p>Demonstrates ability to go to appropriate locations if caught in inclement or potentially dangerous weather.</p>	<p>Invite a park warden, lifeguard, etc. to tell the class about his job and show various uniforms.</p> <p>Use or modify the Red Cross or St. John's program to assist the class in this study.</p> <p>Use actual hands-on practice on simulated injuries to make the response more automatic and train students in gentle handling of injuries.</p> <p>Show student what to do if caught in bad weather; show the "Block Parent" sign and program.</p>	<p>Red Cross materials. St. John's Ambulance materials.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Personal Characteristics/Self Identification</u></p> <p>The student:</p> <p>Identifies extended family relationships.</p> <p>Identifies self from descriptions by others with regard to physical characteristics and behavioral characteristics.</p> <p>Identifies or describes:</p> <ul style="list-style-type: none"> - increasing number of interests or preferences - abilities or talents - physical limitations. <p>Recognizes ways in which people vary in areas of strength, weakness, interests.</p>	<p>Have student construct a family tree.</p> <p>Have class write descriptions of classmates and have students try and identify themselves.</p> <p>Make a poster entitled "Things I Like to Do!"</p> <p>Give positive suggestions on how to strengthen areas of personal limitations.</p> <p>Have student interview people regarding likes, dislikes, strengths, and weaknesses.</p> <p>Have class describe personal qualities that help people to be accepted or liked, e.g. dependability, courtesy, skills, willingness, cheerfulness.</p> <p>Have student identify personal characteristics that are liked by others or that he would like to develop.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Distinguishes between fantasy and reality with regard to aspirations, planning for a variety of vocations.</p> <p><u>2. Physical Self</u></p> <p>The student:</p> <p>Interprets and categorizes sensory input with increasing ability.</p> <p>Identifies physical changes resulting from growth and development, and demonstrates awareness of their universality, e.g. height, weight, body hair, voice change.</p> <p>Identifies physical sex changes and feelings arising from awareness of sexuality.</p>	<p>Use open-ended statements:</p> <p>"One sound I like to hear is"</p> <p>"Two things I saw today were"</p> <p>"The first thing I taste in the morning is"</p> <p>Make a list of sounds, smells, etc. that warn people to be careful.</p> <p>Have class construct a mural depicting life from birth to death.</p> <p>Have student write a poem entitled "I Used To Be But Now I Am".</p>	<p>Innerchange, Unit 12.</p> <p>What's Happening to Me.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Behaves in an age appropriate manner with respect to sexual behavior.</p> <p>Identifies the effect of physical differences, e.g. size and strength.</p> <p>Indicates which physical characteristics can/cannot be changed, e.g. hair color, eye color.</p> <p><u>3. Emotional Self</u></p> <p>The student:</p> <p>Identifies increasing number of emotions in self and others with increasing skill; recognizes mixed emotions or changing emotions.</p> <p>Distinguishes between degrees of emotion, e.g. pleasant-ecstatic.</p>	<p>Have a class discussion on the kinds of sexual behavior that are appropriate/inappropriate in relation to age and place.</p> <p>Show pictorial material illustrating facial expression; have student indicate how the person is probably feeling and identify the cues which determine this.</p> <p>Make a bulletin board display entitled "I Have Feelings", using pictures from magazines and newspapers that show people displaying various degrees of emotion.</p>	<p>Innerchange, Junior High.</p> <p>Lifeline Materials (Sensitivity, Consequences, Point of View).</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increasing awareness of causes of emotional reactions.</p> <p>Recognizes the relationship between emotion and behavior.</p> <p>Recognizes and categorizes the cause of stress in self and others, e.g. threat, conflict, frustration.</p>	<p>Use directed discussion, e.g. "I felt like this, so I did this".</p> <p>Make a "Happiness Is ..." or "Sadness is ..." booklet; have student contribute drawings or illustrations that make them feel happy or sad.</p> <p>Have student complete unfinished sentences: "I get angry when ..." "I feel frustrated when ..." "I feel threatened when ...".</p>	<p>I Hate to Read Series.</p> <p>Innerchange, Unit 31. Magic Circle. Toward Affective Development. Focus on Self Development: Involvement, Family Life, You. Today's Teen Series: Discovering You, Decision Making, Relating to Others. Activities for Developing Self Awareness: Self Awareness, Career Awareness. Lifeline Materials: Sensitivity, Consequences, Point of View. Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

A. Knowledge of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and discusses appropriate ways of dealing with stress.</p> <p>Demonstrates increased skill in expressing emotions appropriately with regard to:</p> <ul style="list-style-type: none"> - situation - intensity - relationship. <p>Demonstrates increased coping strategies in controlling emotions in a variety of settings:</p> <ul style="list-style-type: none"> - handling positive and negative feelings - handling ambivalent feelings. <p>Recognizes and avoids potentially provoking situations in familiar surroundings.</p>	<p>Have class role play various situations, e.g. giving praise, arguing.</p> <p>Use role play, drama; have class discuss pictures.</p>	<p>Innerchange, Units 2, 17, 25, and 29.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Needs and Motivations</u></p> <p>The student:</p> <p>Distinguishes between long and short term goals.</p> <p>Identifies human needs which are physical and those which are emotional.</p> <p>Sets personal goals.</p> <p>Identifies personal needs existing at the present, e.g. independence, competence, acceptance, protection.</p> <p>Identifies ways in which personal needs can be met:</p> <ul style="list-style-type: none"> - by himself - by others. <p>Identifies ways in which he can meet the needs of others.</p> <p>Recognizes situations in which the needs of self and others may come in conflict.</p>	<p>See Social Roles: Need to belong to groups, types of groups, group pressure.</p> <p>Have a class discussion on different ways of meeting needs, human independence, etc.</p> <p>Have a class discussion on ways in which people rely on one another, and how people have differing feelings about being dependent on other.</p> <p>Make a list of feelings about helping others.</p> <p>Have student identify situations where it might be best NOT to help others; compile a list of activities that are best done with others and those best done alone; discuss reasons for choices.</p> <p>Have class relate situations where people feel embarrassed, afraid, lonely, angry, in need of help. Start with fictional accounts, relate to personal instances as students are ready.</p>	<p>Innerchange, Unit 24.</p> <p>Innerchange, Unit 7.</p> <p>Innerchange, Unit 8 and 9.</p> <p>Innerchange, Unit 4, 10, 11, 17, and 27.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies ways of coping with conflict situations.</p> <p>2. <u>Factors Affecting Relationships</u></p> <p>The student:</p> <p>Recognizes that age and status differences affect the ways in which people relate to one another.</p> <p>Indicates how age and status differences affect:</p> <ul style="list-style-type: none"> - child to adult relationships - child to child relationships - adult to adult relationships - boy/girl relationships. <p>Recognizes that the degree of intimacy affects the ways in which people relate to one another and indicates these.</p> <p>Recognizes that sex affects the ways in which people relate to one another and indicates these.</p>	<p>See 4, Problem Solving and Decision Making. Provide risk taking exercises. Role play conflict situations to identify coping strategies.</p> <p>Use directed discussion: "My mom lets me ..." "The teacher lets me ...".</p> <p>Have a class discussion on dating, appropriate behavior, basis for dating.</p>	<p>Innerchange, Unit 18, 19, and 36.</p> <p>Innerchange, Unit 37 and 38.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Categorizes behaviors, attitudes, interests as "masculine" and/or "feminine".</p>	<p>Discuss behaviors, interests, activities that are masculine/feminine or shared by both, give examples of exceptions.</p>	<p>Innerchange, Junior High.</p> <p>Toward Affective Development.</p> <p>Focus on Self Development:</p> <p>Involvement, Family Life, You.</p> <p>Today's Teen Series:</p> <p>Discovering You, Decision Making, Relating to Others.</p> <p>Activities for Developing Self Awareness.</p> <p>Lifeline Materials (Sensitivity, Consequences, Point of View).</p> <p>Conflict Management</p>
<p><u>3. Handling Social Interaction</u></p> <p><u>a. Expressive Communication Skills</u></p> <p>The student:</p> <p>Demonstrates increasing skill in using different communication modes.</p>	<p>Provide practice in oral language:</p> <ul style="list-style-type: none"> - reporting news items - giving simple directions for making something, getting to a particular place, etc. - telling jokes and stories. 	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States/lists advantages and disadvantages of different types of communication; identifies situations in which a specific type of communication is appropriate.</p> <p>Demonstrates some proficiency in more formal types of communication: debate, discussion, meetings, interviews.</p> <p>Communicates effectively with others.</p> <p>Identifies a wider number of blocks to communication, e.g. putting down, dominating, judging, plus those in Level 2.</p> <p>With increasing accuracy ascertains whether the message he is trying to communicate is understood.</p>	<p>Provide practice in use of telephone and its services for social and business purposes.</p> <p>Have class parties, open house.</p> <p>Have class listen to and discuss taped conversations.</p> <p>Use role play, asking for feedback.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Communicates:</p> <ul style="list-style-type: none"> - a wide range of feelings with increasing accuracy - mixes or ambivalent feelings. <p>b. <u>Receptive Communication Skills</u></p> <p>The student:</p> <p>Demonstrates use of different types of listening for different purposes: passive, appreciative, attentive, analytical.</p> <p>Listens/attends in increasingly complex instructions with comprehension.</p>	<p>Use open-ended sentences:</p> <p>"I always make up my own mind about ..."</p> <p>"If I had a choice, I would ..."</p> <p>"When I can't do something, I ..."</p> <p>"It is hard for me to make a decision about ..."</p> <p>"Talking about a problem is ..."</p> <p>Have students listen for different purposes using a variety of media:</p> <ul style="list-style-type: none"> - stories - films - filmstrips - television. <p>Provide guidelines, number of directions.</p>	<p>Magic Circle.</p> <p>Toward Affective Development.</p> <p>Focus on Self Development:</p> <ul style="list-style-type: none"> Involvement, Family Life, Manners. <p>Activities for Developing Self Awareness.</p> <p>Lifeline Materials:</p> <ul style="list-style-type: none"> Sensitivity, Consequences, Point of View. <p>Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The students:</p> <p>Separates fact and opinion.</p> <p>Identifies feelings of speaker.</p> <p>Lists behavior which indicates feelings of speaker.</p> <p><u>c. Problem Solving and Decision Making</u></p> <p>The student:</p> <p>Demonstrates understanding of the terms:</p> <ul style="list-style-type: none"> - problem - decision - consequences - solution. <p>Applies the steps of problem solving to new and personal experiences with minimal supervision.</p> <p>Demonstrates an increased awareness of how problems are caused.</p> <p>Demonstrates increased awareness of possible consequences of decisions.</p> <p>Demonstrates ability to evaluate most appropriate solution.</p>	<p>Have student listen to tapes, speakers, class members and discuss how people may have been feeling.</p> <p>Present students with problems. Role play negative and positive approach to solving interpersonal problems suggested.</p>	<p>Innerchange, Unit 22.</p>

Level 3

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes:</p> <ul style="list-style-type: none"> - choice-points in personal life - the fact that a decision has to be made - that accurate and complete information base aids in appropriate decision making. <p>Demonstrates increasing ability to:</p> <ul style="list-style-type: none"> - identify conflict situations - apply constructive conflict management techniques with increasing independence: compromising, threat-free explanation, distracting, abandoning, exaggerating, humor. 	<p>Present a specific situation and have student decide whether to conform in order to achieve acceptance or risk exclusion.</p>	<p>Innerchange, Unit 23.</p> <p>Interchange, Junior High. Toward Affective Development. Lifeline Materials: Sensitivity, Consequences, Point of View. Conflict Management. Focus on Self Development: Involvement, Family Life, You. Today's Teen Series. Activities for Developing Self Awareness.</p>

UNDERSTNDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>4. Rules and Routines</u></p> <p>The student:</p> <p>Identifies rules of behavior in a variety of familiar situations, e.g. field trips, parties, sports activities.</p> <p>Follows rules of appropriate behavior in a variety of situations.</p> <p>Formulates routines/rules for familiar situations and identifies consequences.</p> <p>Identifies ways in which rules made by others may be modified, e.g. voting.</p> <p>Identifies the need for rules, even when consequences are not automatic.</p> <p><u>5. Social Roles</u></p> <p>The student:</p> <p>Identifies roles associated with the community.</p> <p>States/lists some of the characteristics of these roles, e.g. adult, child, girl-friend, customer, various work-related roles.</p>	<p>Have student write out rules for field trips, parties, etc.</p> <p>Have student write rules for classroom.</p> <p>Have student write a report on a "Community Helper"; list the qualities of a good leader.</p> <p>Have a class discussion about group roles, team work. Make a list of groups to which people belong and have student determine which type of group different people need to belong to.</p>	

B. Social Relationships

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UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>6. Values and Social Expectations</u></p> <p>The student:</p> <p>Demonstrates understanding of the relationship between social customs and values.</p> <p>Determines a person's values from his goals, interests, attitudes, feelings, activities, problems, aspirations, beliefs.</p> <p>Demonstrates increasing awareness of personal values by stating what he would do in a given situation, and explaining why.</p> <p>Recognizes some alternative behaviors which others might engage in the same situation, e.g. have a date but no money.</p> <p>States simple rules and recognizes the breaking of these, e.g. golden rule, school class rules, rules for games (see Rules and Routines).</p>	<p>Compile posters with class rules.</p> <p>Make chart indicating students who follow the rules; provide checklist, gold stars.</p>	<p>Innerchange, Unit 26.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 3

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates some understanding of the relationship between moral values and laws, e.g. justice, freedom, equality, responsibility, honesty.</p> <p>Demonstrates the need for protection of self and property.</p>		

TRAVEL
Level 3
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and demonstrates understanding of an increased range of safety and traffic laws, including highway and civic laws for vehicles.</p> <p>Travels independently beyond the community.</p> <p>States the advantages and disadvantages of a broader range of modes of travel, e.g. walking, cars, bicycles, trains.</p>	<p>Obtain copies of local and provincial codes.</p> <p>Set up city wide trips in city/town using transit or bus facilities, with as much student independence as possible.</p>	<p>International Traffic Signs.</p> <p>Motorcycle Safety.</p>

TRAVEL
Level 3
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Performs basic maintenance practices on personal vehicles: tire pressure, tire changes, grease and oil.</p> <p>Demonstrates ability to use a variety of maps.</p> <p>Demonstrates knowledge of map symbols.</p> <p>Plans trip itinerary.</p> <p>Identifies alternate routes to unfamiliar places.</p> <p>With assistance, reads and uses a variety of transportation schedules.</p> <p>Demonstrates appropriate behavior and knowledge of rules.</p> <p>Identifies agencies that help travellers, e.g. AMA, RCMP, local police.</p>	<p>Have student work on actual vehicles if possible; visit garages with class.</p> <p>Have student make a map of school and neighborhood.</p>	<p>How to Read a Map.</p> <p>How to Read a Schedule.</p>

HEALTH
Level 3
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates expanded knowledge of the four basic food groups and role of nutrients for growth, health and energy.</p> <p>Identifies foods that are not healthful (junk food).</p> <p>Recognizes that coffee, tea, tobacco and alcoholic beverages are not healthful.</p> <p>States/lists ways of selecting proper food.</p> <p>States the importance of a balanced diet.</p> <p>States the dangers of unsupervised dieting.</p> <p>Identifies symptoms of nutritional deficiencies.</p> <p>Practises good nutrition.</p> <p>Explains importance of hygienic practices in food preparation, etc.</p>	<p>Make a list of substitutes for coffee, tea and alcoholic beverages.</p> <p>Show filmstrips, slides and have class discussion.</p> <p>Have student do comparison shopping, using newspaper ads.</p> <p>Have a class discussion about and make charts of calorie intake.</p> <p>Have student keep a record of daily calorie intake; discuss in class.</p> <p>Have student bring pictures of nourished and under-nourished children.</p> <p>Have class compare and discuss.</p>	<p>How a Hamburger Runs Into You (film).</p> <p>Diet for a Small Planet (film).</p> <p>Food For Health; Food For Life (films).</p>

HEALTH
Level 3
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge that eating places must meet health standards.</p>	<p>Have student visit actual eating place and evaluate whether it is sanitary or not.</p>	

HEALTH
Level 3
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Knowledge of Body</u></p> <p>The student:</p> <p>Names major body organs.</p> <p>Demonstrates understanding of function of major body organs.</p> <p>Demonstrates understanding of process of reproduction, e.g. menstruation, seminal emissions.</p>	<p>Have class enumerate and discuss. Use models.</p> <p>Show films, slides, film-strips.</p> <p>Have a "Question Box" or "Mystery Box" for students to drop questions in.</p>	<p>Films:</p> <p>Digestive System; Fundamentals of the Nervous System; Heart of the Circulatory System; Heart, Lungs, and Circulation; Heart - How It Works; How Your Blood Circulates.</p> <p>Models:</p> <p>Skin; Respiratory Organs and Heart; Digestive System.</p> <p>Materials from Department of Public Health.</p>

HEALTH
Level 3
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p><u>2. Care of Body</u></p> <p>The student:</p> <p>Practises body cleanliness independently.</p>	<p>Invite specialists: school nurse, gynecologist and obstetrician.</p> <p>Invite or have student interview dentist, skin doctor, general practitioner, nurse, dental hygienist and cosmetologist concerning fact and information.</p> <p>Conduct a slogan and poster contest.</p> <p>Have a discussion on the value of dental floss.</p> <p>Conduct the red tablet test.</p> <p>Have class act out a commercial of toothpaste or deodorant; make up advertisement.</p> <p>Make toothpaste powder in class:</p> <ul style="list-style-type: none"> - 1 tsp. salt - 2-3 tsp. baking soda - drop of oil or peppermint, wintergreen or cinnamon. <p>Have student collect ads; display and discuss with class.</p>	<p>Films:</p> <p>Egg and Sperm, Teenage Pregnancy, What Happens Inside, Getting Ready for the New Baby.</p> <p>Posters from Milk Foundation and Department of Public Health.</p> <p>Human Growth series.</p>

HEALTH
Level 3
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes the importance of good grooming and cleanliness.</p> <p>Practises good grooming in daily life.</p> <p>Recognizes need for varied activities, e.g. relaxation, recreation, rest, to maintain good health.</p> <p>Practises physical fitness program.</p> <p>Demonstrates knowledge when to seek medical attention.</p>	<p>Use discussion and drama.</p> <p>Show filmstrips, films, slides.</p> <p>Invite or have student interview nurse, general practitioner.</p> <p>Show films and discuss "Health Heroes".</p> <p>Invite Y.W.C.A., Y.M.C.A. personnel, noted athlete or sportsman/woman to speak to class.</p>	<p>Slides:</p> <p>Many Faces to Beauty.</p> <p>The Problem - Acne.</p>
<p><u>3. Drugs and Alcohol</u></p> <p>The student:</p> <p>Recognizes the difference between prescription/non-prescription and illicit drugs.</p>	<p>Invite or have student interview public health personnel, pharmacist, doctor for factual information.</p>	<p>The Physical Fitness Series - filmstrip.</p>

HEALTH
Level 3
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Describes the physical effects of drug abuse.</p> <p>With minimal supervision, takes prescribed medication.</p>		

HEALTH
Level 3
C. Community Health Services

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies places where medical assistance is available, e.g. hospitals, clinics, centres.</p> <p>Demonstrates knowledge of role and function of community health workers.</p> <p>Identifies community health agencies where services are available, e.g. counselling, drug abuse information, venereal disease information.</p> <p>Recognizes the importance of having a family doctor or dentist.</p>	<p>Take field trips.</p> <p>Invite resource person to speak to class.</p> <p>Use role play and class discussion.</p> <p>Invite or have student interview resource person from Alcoholics Anonymous, Alcoholism and Drug Abuse Commission, clergy, family counselling centres.</p>	<p>Materials from Canadian Mental Health Association; Local Hospitals; Department of Public Health.</p> <p>Materials from Alcoholics Anonymous; Birthright; etc.</p>

SAFETY
Level 3
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of dangers associated with areas and items at home and school.</p> <p>Demonstrates knowledge of accident prevention methods.</p> <p>Follows safety procedures, e.g. fire, shop.</p> <p>Demonstrates knowledge what to do in emergency situations.</p> <p>Demonstrates knowledge of first aid practices.</p>	<p>Have students complete a list of dangers at home and how they can be prevented.</p> <p>Have students do a hazard analysis.</p> <p>Have consistent routines regarding safety.</p> <p>Role play possible emergency situations.</p> <p>Simulate various techniques of first aid, e.g. burns, frost bite.</p>	<p>Health and Safety.</p> <p>Safety series.</p> <p>I.P.A. Manual (1980).</p> <p>Shop Safety.</p> <p>Red Cross materials.</p> <p>St. John's Ambulance materials.</p>

SAFETY
Level 3
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates basic knowledge of accident prevention.</p> <p>Demonstrates increased knowledge of safety practices.</p> <p>Demonstrates ability to utilize community emergency services.</p> <p>Administers basic first aid.</p>	<p>Make a list of all the devices and engineering features that can help reduce pedestrian accidents.</p> <p>Have student bring newspaper accounts of accidents and discuss how they could have been prevented.</p> <p>Create appropriate dramatization that might be put together for presentation to the whole school.</p> <p>Prepare a radio or television skit to explain safe practices.</p> <p>Visit a busy intersection and have student record number of common violations.</p> <p>Review and study traffic regulations with emphasis on pedestrian and bicycle safety.</p> <p>Visit and discuss different agencies that contribute to community safety.</p> <p>Take a field trip.</p> <p>Demonstrate; invite resource person; conduct simulated activities.</p>	

SAFETY
Level 3
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge how to prevent accidents in various recreation areas, including hunting and camping areas.</p> <p>Practises safety rules.</p> <p>Demonstrates ability to utilize emergency services.</p>	<p>Use role play.</p> <p>Show movies, filmstrips, slides.</p> <p>Demonstrate, have class discuss and dramatize.</p> <p>Stage a poster and slogan contest.</p> <p>As a class undertake a specific improvement project.</p> <p>Draw up a code of behavior to observe in different recreational areas.</p> <p>Create skits that reveal appropriate and inappropriate behavior in different recreational areas.</p> <p>Use lectures, speeches given by safety officials.</p> <p>Make a chart which clearly shows the do's and don't's in different recreational areas.</p> <p>Plan a recreational trip with the class.</p>	

WORLD OF WORK

Level 3

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Use of Tools and Equipment</u></p> <p>The student:</p> <p>Selects and uses appropriate tools for a specific project.</p> <p>Follows the rules of organization and care of tools and equipment, e.g. vacuum cleaner, power tools.</p>	<p>Take field trip to hardware store to examine and select tools; to household department to examine and choose tools.</p> <p>Give a recipe and have students, working in groups, collect all utensils needed to prepare it.</p> <p>Choose a variety of projects within student's capabilities. Have student choose one and complete.</p> <p>Demonstrate and have a class discussion about storage of tools and equipment. Label storage areas.</p>	<p>Shop Safety.</p> <p>Films on use of tools.</p> <p>I.P.A. Manual (1980). Young Homemakers' Series.</p>
<p><u>2. Following Directions</u></p> <p>The student:</p> <p>Follows relatively complex set of directions.</p>	<p>Give clear and concise verbal and written directions.</p>	<p>Kids in the Kitchen.</p> <p>Cook and Learn.</p> <p>A Special Picture Cookbook.</p> <p>Deal Me In.</p> <p>Following Directions.</p> <p>Careers - Fun Task Cards.</p>

WORLD OF WORK

Level 3

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies person in authority in specific work situations.</p> <p>Accepts supervision in specific work situations.</p> <p><u>3. Decision Making</u></p> <p>The student:</p> <p>Makes appropriate decisions in work situations, e.g. quality of work done.</p> <p><u>4. Independence</u></p> <p>The student:</p> <p>Demonstrates ability to perform satisfactorily in unfamiliar work situations.</p>	<p>Have a class discussion about the role and responsibility of a foreman.</p> <p>Do group projects: select one student to head group (foreman). Have each student take this position in turn.</p> <p>Prepare checklists.</p> <p>Have class discussion about acceptable work standards; have students judge samples of work and discuss ways to improve.</p> <p>Show films and have class discussion about decision making.</p> <p>Have student assist in library or school office. Explain tasks before student goes and assess performance afterwards.</p>	<p>Work Experience Education Handbook.</p>

WORLD OF WORK

Level 3

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Why Work?</u></p> <p>The student:</p> <p>Recognizes that people are paid according to the job done.</p> <p>Develops awareness that working for a salary brings independence.</p> <p>Demonstrates knowledge that satisfaction results from task/job completion.</p> <p><u>2. Job Awareness</u></p> <p>The student:</p> <p>Develops knowledge of variety of jobs/careers available.</p>	<p>Construct large scale map of the community. Have student locate some of the major local industries and important products produced.</p> <p>Have student cut out pictures from local paper illustrating different jobs; display.</p> <p>Have resource people from business industries, unions and Chamber of Commerce visit the classroom.</p>	<p>Maps and lists of local firms and services.</p> <p>Jobs From "A to Z".</p> <p>Work for Everyone.</p>

B. Career Planning and Exploration

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WORLD OF WORK

Level 3

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Develops knowledge of requirements for particular job/career.</p> <p>Explores careers through practical experience.</p>	<p>Have student collect and display local job ads; under each write clearly details of requirements.</p> <p>Have student collect job brochures and research specific requirements.</p> <p>Use work study/experiences (see Special Education Handbook).</p>	<p>Canadian Classification Dictionary of Occupations.</p> <p>Career Search.</p>
<p><u>3. Job Demands</u></p> <p>The student:</p> <p>Demonstrates good work habits.</p>	<p>Play a "What if ..." game, e.g. "What if we built a house and the windows were left out, the water well was not checked.:</p> <p>Demonstrate steps to correct negative work habits; give examples of each.</p> <p>Compile list of reasons why an employee could be fired, e.g. lazy, dishonest, unreliable, disloyal.</p> <p>Have a class discussion on ways in which present work habits will be helpful in a job.</p>	<p>Positive Attitude Posters.</p> <p>Positively Fun.</p> <p>Courtesy in the Community.</p>

B. Career Planning and Exploration

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WORLD OF WORK

Level 3

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Arrives on time for school/work.</p> <p>Completes most tasks assigned in various areas at home, school and on the job.</p> <p>Demonstrates good listening habits.</p>	<p>Have student keep a time card and record for reporting and checking out-of-school activities.</p> <p>Have student examine time clocks and see how they are used.</p> <p>Have class calculate loss of wages through lateness, given hourly rate.</p> <p>Make posters which illustrate tasks that have to be done over different time periods, e.g. "Each day we ...", "Each week we ...".</p> <p>Have each student keep a check list. Check after a day, a week, etc., to see if assigned jobs were completed.</p> <p>Obtain parental approval to record chores to be completed at home on check list.</p> <p>Develop oral comprehension skills. Read story suitable for level and ask basic who, what, where, when and why type of questions.</p>	<p>Keep up the Good Work.</p> <p>A Good Worker.</p> <p>Getting Ahead of Your Job.</p> <p>On the Job. Stories About Workers. How to Hold Your Job. World of Work Series: Getting a Job.</p>

WORLD OF WORK

Level 3

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to communicate effectively with people at school and on the job.</p> <p>Develops awareness of job routine.</p> <p>Travels to work/school independently.</p> <p>Demonstrates knowledge of qualifications required by a job.</p>	<p>Use simulation to develop skills which enable students to demonstrate the difference between advice, orders, and requests.</p> <p>Have a class discussion, e.g. "Perhaps you should"; "Will you"; "It might be nice if".</p> <p>Make a chart to show school routines. Have student study jobs involved and work out routines.</p> <p>Have a class discussion about work study locations.</p> <p>Have class collect ads and sort jobs into those that need:</p> <ul style="list-style-type: none"> - no qualifications or experience - experience - qualifications. <p>Use local and regional newspaper, manpower ads and announcements.</p>	<p>The Job Box.</p> <p>Part-time jobs.</p>

WORLD OF WORK

Level 3

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads at level appropriate to work study requirements.</p>	<p>Compile spelling list of functional words related to work. Take a pre/post test.</p> <p>Have students collect and read ads; work in pairs to check correct reading.</p> <p>Visit Manpower office. Have student read job cards.</p>	<p>Help.</p> <p>Telephone Directory.</p> <p>Forms in Your Life.</p> <p>40 Letters to Write.</p> <p>Sign - Survival Poster.</p> <p>Sign-A-Mite.</p> <p>English for Adult Living.</p>

WORLD OF WORK
Level 3
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Awareness of Personal Abilities and Interests</u></p> <p>The student:</p> <p>Identifies jobs/careers which may be of interest to him.</p> <p>Demonstrates knowledge that he can not do certain jobs satisfactorily.</p>	<p>Provide job descriptions involving:</p> <ul style="list-style-type: none"> - full time/part-time - day/night shift - working with people or machines. <p>Measure student's interest in career fields with an interest inventory.</p> <p>Have a discussion about student's hobbies if relevant to World of Work, e.g. baby-sitting, helping on the farm.</p> <p>Supply description of sample behaviors, e.g. anxious, patient, likes to work, loner. Have student check which applies to him (see Understanding Self).</p> <p>Match jobs to these behaviors, e.g. childcare - patience, farmer - outdoors.</p> <p>Under each ad collected from local paper have student indicate the following information:</p> <p>"Can I complete duties needed";</p> <p>"Do I have the qualifications";</p> <p>"Am I physically suited for the job".</p>	<p>Service Occupations.</p> <p>Our World of Work.</p> <p>Looking into the Future.</p> <p>Work for Everyone.</p> <p>Picture Interest Inventory Help!</p> <p>Social and Prevocational Information Battery.</p> <p>Career Awareness.</p> <p>You Gotta Know Yourself.</p>

WORLD OF WORK
Level 3
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of attributes he has that are important in the World of Work (see Understanding Self and Others).</p> <p><u>2. Awareness of Process</u></p>	<p>Have students compare duties, qualifications and physical limitations of the job.</p> <p>Have students discuss how improvement of personal skills can be accomplished.</p> <p>Have student complete questionnaire on skills and attitudes.</p> <p>Show films that stress qualities needed in a good worker.</p>	<p>So You Want a Job, Eh!</p> <p>Me and Jobs.</p> <p>Career Awareness: The Alternative. The Nature of Work. Service Occupations. Work for Everyone.</p>
<p>The student:</p> <p>Demonstrates ability to use telephone in looking for a job.</p>	<p>Compile a list of ways the telephone directory could be used to find out about available jobs.</p> <p>Have student locate and write phone numbers of employers for work study.</p> <p>Compile list of phone "helps":</p> <ul style="list-style-type: none"> - why phone (to get information, to clarify, to introduce, to explain - how to phone (speaking clearly, listening, note taking, asking to repeat if necessary) - who to phone (ask for specific person, remember who called or answered). 	<p>Help!</p> <p>Telephone Directory. Getting a Job.</p> <p>Using Community Resources.</p> <p>Real Life Reading.</p> <p>Real Life Reading and Writing On The Job.</p>

WORLD OF WORK
Level 3
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of how to use newspaper "help wanted" columns to find jobs.</p>	<p>Have a class discussion about possible problems that could arise if these helps are not followed.</p> <p>Use role play: job related telephone calls made with different purposes in mind, e.g. late, sick.</p> <p>Have student collect want ads from local newspapers for:</p> <ul style="list-style-type: none"> - fulltime jobs - part-time jobs. <p>Have student collect, display, and locate jobs:</p> <ul style="list-style-type: none"> - in own home town - in another geographical location. <p>Use several different newspapers.</p> <p>Compile list of jobs students might take as part-time work, after school, weekends, or during vacation.</p> <p>Compile a file on part-time jobs available locally, using want ads.</p> <p>Have student read and interpret all information in want ads.</p> <p>Develop lists of words and abbreviations found in want ads; display on chart.</p> <p>Have student write a want ad for any specific job; write a paragraph to answer a want ad.</p>	

WORLD OF WORK
Level 3
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p>	<p>Have a class discussion: "When to use the want ads". Include the advantages and disadvantages and compare with phoning or actual visit to personnel office.</p>	<p>Finding and Holding a Job.</p> <p>You and Your World.</p> <p>All About Jobs. Guide to the Community.</p>
<p><u>3. Personal Contact</u></p>		
<p>The student:</p> <p>Names person(s) who can assist him to get a job.</p>	<p>Have a class discussion about ways that part-time jobs have been located: by want ads, visit to work place or personal contact.</p> <p>Compile list of persons who could help to choose or get a job, e.g. friend, relative, teacher, parents.</p> <p>Use simulation: request help of person on the list.</p> <p>Compile list of help sought: openings, type of job, experience, etc.</p>	
<p>States ways in which personal contact will help him choose a job.</p>	<p>Have class compile list and discuss types of personal contact, e.g. persons known, visit to work place or use of public employment services.</p>	<p>The Job Book.</p> <p>Getting a Job.</p>

WORLD OF WORK
Level 3
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates skills required in an interview.</p>	<p>Compile list of how personal contacts will assist:</p> <ul style="list-style-type: none"> - information about job openings - experience needed for the job. <p>Compile list of reasons why the job interview is important for employer and employee.</p> <p>Compile list of questions and needed information relating to the job:</p> <ul style="list-style-type: none"> - for employer (what job, times, pay, bonuses) - for employee (previous experinece, school programs completed, expectations). <p>Have student write a job data sheet; include name of job, name of supervisor, phone number of employer.</p> <p>Have a class discussion about "How does the employer decide who to hire"; compile list.</p> <p>Use role play; have students interview each other. Include all questions and obtain all needed information.</p> <p>Have students compile a list of interview do's and don't's. Include punctuality, speech, conduct, manners, and dress.</p>	<p>Guide to the Community.</p>

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WORLD OF WORK
Level 3
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Responsibility to the Employer</u></p> <p>The student:</p> <p>Practises safety rules while on the job.</p>	<p>Have class collect safety posters (W.C.B.).</p> <p>Compile a list of "safety" words seen at local work places, e.g. EXIT, DANGER.</p> <p>Have a class discussion about outcomes of not following safety rules. Draw cartoons to illustrate what happens if rules are not followed.</p> <p>Compile a poster of rules for care of equipment. Illustrate and indicate monetary value of the tools and equipment.</p>	<p>Attitude and Safety Posters.</p> <p>Functional Words. Sign 'Survival Poster Program. Sign-A-Mite.</p> <p>Shop safety.</p>
<p><u>2. Knowledge of Work Habits</u></p> <p>The student:</p> <p>Practises responsible work habits, e.g. punctuality, courtesy.</p>	<p>Compile list of good work habits and their importance.</p> <p>Compile list of negative work habits and provide reasons why these would be unacceptable.</p> <p>Compile a "rating scale" and include items such as: listen carefully, work hard, be dependable. Have student rate his work habits.</p>	

WORLD OF WORK
Level 3
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Explains how salary will be paid and what deductions may be taken from a pay cheque.</p> <p>Demonstrates knowledge of specific work skills demanded on the job.</p> <p>Participates in school organizations, clubs, etc.</p>	<p>Play game; supply key word such as lazy, honest, late, and have students make up a sentence, e.g. "The lazy worker was fired".</p> <p>Have a class discussion about reasons why employers expect employees:</p> <ul style="list-style-type: none"> - to be hard working - to be on time - to be honest. <p>Compile word list; include payroll, cash, cheque, gross, deductions, payday, income, etc.</p> <p>Have a class discussion about being responsible for handling personal financial matters (see Money Management).</p> <p>Have student use basic set of tools to construct boxes/ simple toys.</p> <p>Have student name tools and simple mechanical resources.</p>	<p>Working Makes Sense. Match for Citizenship.</p> <p>Task Analysis and Electronics Assembly Training Manual.</p> <p>Getting a Job. Legislation - Alberta Labor. Work Experience. Notch Series.</p>

WORLD OF WORK
Level 3
E. Workers' Rights

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Recognizes that all people need to feel self worth and dignity.

Have a class discussion about how specific jobs help the community; use local examples.

Have student write a paragraph on the importance of choosing a job that will make him feel he has some value to the community.

Recognizes that there is human rights legislation.

Compile poster of work laws. Write title and brief description. Write list of work the student cannot do (under 18 years).

Resource data
(rights, bills, etc.)

HOME MANAGEMENT
Level 3
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Care</u></p> <p>The student:</p> <p>Demonstrates ability to clean clothing, e.g. launder washable items.</p> <p>Demonstrates ability to make necessary repairs, e.g. mending, darning, patching.</p> <p>Interprets washing, cleaning and care labels on articles.</p> <p><u>2. Selection</u></p> <p>The student:</p> <p>Chooses clothing appropriate for work or leisure.</p> <p>Chooses style, color and design appropriate to individual.</p> <p>Defines concept of guarantee.</p>	<p>Take trip to laundromat and go through the process of washing clothes.</p> <p>Make bulletin board of fabrics, illustrating type of garment.</p> <p>Take trip to store specializing in types of fabrics.</p> <p>Take trip to store to see sewing demonstration.</p> <p>Have student choose a garment to practise on.</p> <p>Take "shopping trip" by using a mail order catalogue; have student cut out articles that would fit him.</p>	<p>Clothing Care series.</p> <p>Clothing: The Visible Self.</p> <p>Exploring Homemaking and Personal Living.</p>

HOME MANAGEMENT

Level 3

A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to shop by use of catalogue.</p> <p>Demonstrates ability to color-coordinate.</p> <p>Demonstrates ability to contrast or compare articles, e.g. in catalogue.</p> <p>Demonstrates understanding of need for clothing (seasonal).</p> <p>Demonstrates understanding of clothing sizes.</p> <p>Demonstrates ability to budget (see Money Management).</p> <p>Distinguishes between quality and quantity.</p>	<p>Have student locate particular articles in catalogue.</p> <p>Take field trip to stores and discuss different types of clothing prices.</p> <p>Take field trip to store and discuss what would fit a particular student and what would not.</p> <p>Take field trip to look at clothing stores and compare sale prices with regular prices.</p>	
<p><u>3. Construction</u></p> <p>The student;</p> <p>Sews simple garments.</p> <p>Selects appropriate patterns, materials, and accessories.</p>		

HOME MANAGEMENT

Level 3

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Shopping</u></p> <p>The student:</p> <p>Demonstrates ability to budget (see Money Management).</p> <p>Explains the purpose and use of advertising; recognizes false advertising.</p> <p>Demonstrates knowledge of weights and measures used in food stores.</p> <p>Explains concepts of wholesale, retail.</p> <p>Recognizes relationship between price and value.</p> <p><u>2. Preparation</u></p> <p>The student:</p> <p>Demonstrates ability to use kitchen facilities in preparing meals.</p> <p>Demonstrates ability to clean kitchen area after use.</p> <p>Demonstrates ability to plan menu, e.g. breakfast, lunch, dinner, snacks.</p>	<p>Have student classify and discuss kinds of foods, price lists of different markets, sale bills and examples of advertising.</p> <p>Use models for weights and measure, e.g. litres.</p> <p>Have student make a scrapbook of menus.</p>	<p>Alice in Consumerland.</p> <p>Exploring Foods.</p> <p>You and Your Food.</p>

HOME MANAGEMENT

Level 3

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Chooses a balanced diet.</p> <p>Demonstrates ability to read and use recipes.</p> <p>Demonstrates ability to prepare menus for special occasions.</p> <p>Demonstrates proper methods of preparing foods at home, camping, commercially, to preserve food value.</p> <p>Prepares simple meals.</p>	<p>Have student make a chart of diet, e.g. breakfast, lunch, dinner; then keep record of food eaten on a given day and check to see if it was well balanced.</p>	<p>Canada Food Guide. Department of Agriculture Materials.</p> <p>Food Planning.</p> <p>Planning Meals and Shopping.</p>
<p><u>3. Serving</u></p> <p>The student:</p> <p>Demonstrates ability to serve family and guests.</p> <p>Demonstrates ability to serve on special occasions.</p>	<p>Have class plan and prepare a lunch at school and invite another class as guests.</p> <p>Have a class discussion on how to serve:</p> <ul style="list-style-type: none"> - handling different plates - filling glasses or cups, etc. <p>Show pictures of different centre-pieces and have student select appropriate ones for each type of table.</p>	

HOME MANAGEMENT
Level 3
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates appropriate etiquette in a variety of settings, e.g. meeting friends and relatives, formal setting.</p> <p><u>4. Preserving</u></p> <p>The student:</p> <p>Demonstrates knowledge of proper food storage.</p> <p>Discusses and explains how to package for short and long term storage, including advantages and disadvantages.</p> <p>Assists in various methods of home preserving.</p>	<p>Take field trip to some food packaging company.</p> <p>Show films on how food is stored.</p> <p>Have class carry out experiment where bread is placed:</p> <ul style="list-style-type: none"> - covered in refrigerator - uncovered at room temperature. <p>Have students observe and discuss what happens in each case.</p> <p>Have students use slides to grow molds, yeast, bacteria.</p> <p>Arrange exhibition of containers and other supplies needed for home conserving.</p>	

HOME MANAGEMENT

Level 3

B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>5. Production</u></p> <p>The student:</p> <p>Explains and discusses production and distribution of:</p> <ul style="list-style-type: none"> - garden products - dairy products - fishing products - farm products. <p>Assumes responsibility for some chores related to food production, e.g. garden patch.</p>	<p>Have student read about food production in magazines, newspapers, etc.</p>	

HOME MANAGEMENT
Level 3
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Selection</u></p> <p>The student:</p> <p>Chooses a certain housing design.</p> <p>Explains choice on basis of construction, location, design and budget.</p> <p>Distinguishes between functional/beautifying aspects.</p> <p><u>2. Furniture and Furnishings</u></p> <p>The student:</p> <p>Explains what should be considered when furnishing a home, e.g. need, quality, price.</p> <p><u>3. Care and Maintenance</u></p> <p>The student:</p> <p>Explains and demonstrates simple household techniques and equipment.</p>	<p>Have student use newspapers to find out what type of housing is available in terms of design, size and cost.</p> <p>Show chart with many designs of houses; ask student to choose particular design, and explain why, e.g. because of budget, construction.</p> <p>Take field trip around community and discuss reason for certain landscaping and house designs.</p> <p>Have a class discussion to develop student's awareness of specific things needed to furnish a home.</p> <p>Take a field trip to a "show home".</p>	

HOME MANAGEMENT
Level 3
C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies daily and weekly cleaning routines.</p> <p>Identifies household repairs that are done for household safety.</p> <p>Demonstrates knowledge of basic tools.</p> <p>Demonstrates ability to do basic repairs, e.g. toaster.</p>	<p>Have student visit workshop, and label and use various tools.</p>	

HOME MANAGEMENT
Level 3
D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to dress, change and feed infant.</p> <p>Demonstrates ability to make decisions in terms of when child is to be in bed, what to eat before going to bed, etc.</p> <p>Demonstrates ability to administer first aid.</p>	<p>Have student take babysitting course or become involved in day care experience.</p>	<p>Infant Care and Development (cassettes and filmstrip).</p> <p>Child Growth and Development. St. John's Ambulance materials.</p>

MONEY MANAGEMENT
Level 3
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Lists sources of money.</p> <p>Identifies factors that affect wages, e.g. training, time, danger, seasonal.</p> <p>Explains concept of "money", e.g. barter system.</p>	<p>Have student collect ads from newspaper, then sort and classify ads: indoor/outdoor jobs, travel/non-travel, etc.</p> <p>Use yellow pages and have each student make poster, "Jobs I like and jobs I dislike", etc.</p> <p>Have student compare wages for different jobs, similar and contrasting, and indoor and outdoor jobs.</p> <p>With job list have student compare/rank jobs into levels of danger, compare wages, calculate difference.</p> <p>Have a class discussion, "Who should be paid more?"</p> <p>Make a poster with pictures of seasonal jobs, e.g. apple picker, grader, heaper. Have student calculate wages on hourly basis and compare with full time worker.</p> <p>Invite resource person, e.g. store owner, bank manager, and have him explain his work, using coin terminology.</p> <p>Use a play activity where money changes hands.</p>	<p>Managing Your Money.</p> <p>A Course in Coins. Wages, Salaries or Paychecks.</p>

MONEY MANAGEMENT
Level 3
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes coins and bills in combination.</p> <p>Counts money using different coins and bills.</p> <p>Calculates change for coins and bills.</p> <p>Calculates money earned, e.g. - gross/net pay - regular/overtime - weekly, monthly, annually.</p>	<p>Have student name money using coins and bills.</p> <p>Have student make trip to store to make change. Play game: match currency with name presented orally.</p> <p>Use role play: "Give me change for this \$5.00 bill; equivalent amount, etc.</p> <p>Set up "store" in class using Canadian Play Money.</p> <p>Play game: "How many ways can you make 50¢".</p> <p>Have student participate in school sales where money changes hands.</p> <p>Take field trip to study a supermarket.</p> <p>Have student examine salary stubs and write down and calculate gross and net pay.</p>	<p>Pennies, Nickles and Dimes.</p> <p>Money Matters.</p> <p>Money Makes Sense. Getting Ready for Payday.</p> <p>Using Money Series. Big Deal.</p>

MONEY MANAGEMENT
Level 3
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads and interprets cheque stub.</p>	<p>Provide different types of salary cheque stubs for student to examine.</p> <p>Have student compare different cheque salary stubs to see similarities.</p> <p>Make poster with parts clearly labelled, e.g. income tax, dues.</p> <p>Have a class discussion, using terms such as gross pay, net pay.</p> <p>Have student practise filling in correct data about gross and net earnings on various forms.</p> <p>Make a collection of terms from various income statements, e.g. double time, holiday pay, regular time, and time and a half.</p> <p>Have a class discussion on the meaning of these terms.</p>	<p>Bank Account. Chequing Accounts. Fill in the Blanks. The Bank Book.</p> <p>Big Deal. Fill in the Blanks. Cheques and Stubs. Wages or Salary or Paycheques. Getting Applications Right.</p> <p>Working Makes Sense. Banking, Budgeting and Employment.</p>

MONEY MANAGEMENT
Level 3
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Explains that the value of money changes over time, e.g. that money will buy less.</p>	<p>Have student compile a list of groceries and note price changes over period of time.</p> <p>Have student compare two catalogues (old/new) and make an annotated list of prices.</p>	<p>Supermarket Management. Department Store Math.</p>

MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Where to Buy</u></p> <p>The student:</p> <p>Names different places to buy goods and services, e.g. wholesale, retail and mail order.</p> <p>Demonstrates ability to utilize various services to locate item for purchase.</p>	<p>Using checklist (hardware, gift shop, secondhand), have student name actual stores that fit under each category.</p> <p>Go on field trip to department store. Have student list departments or services sold.</p> <p>Make "I spy" checklist; have student indicate where you would buy a haircut, battery, etc.</p> <p>Make a list of services advertised in yellow pages; have student group those that would be useful to a farmer, a builder, someone on holiday.</p> <p>Have student use catalogue to price items wanted; use index and fill order form.</p>	<p>Guide to the Community. Basic Skills.</p> <p>Useful Arithmetic. Let's Go Shopping. Monopoly. Math for Employment I and II.</p> <p>Planning Meals and Shopping. Swindle. Shopping Lists, Game II. Using Money Series.</p>

MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2. How to Buy</u></p> <p>The student:</p> <p>Describes different methods of payment.</p> <p>Calculates cost of total shopping list.</p>	<p>Use role play: travel agent, store, etc. Have "customer" pay; use items such as C.O.D., cash or cheque.</p> <p>Provide practice checking items bought with cash register receipts.</p> <p>Provide cash receipts, some with deliberate mistakes in totalling, and have student indicate mistakes.</p> <p>Have class collect and display a variety of cash register receipts. Ask student to identify portion of receipt that shows cost of each item, total cost, amount paid and change.</p> <p>Have students shop for materials and check receipt as a class project.</p> <p>Have student make shopping list for specific project: supper, weekend travel, etc.</p> <p>Make a worksheet with repeated addition and multiplication procedures, e.g. 3 at 79¢ = 79¢ + 79¢ + 79¢ or 79 x 3.</p>	<p>Math for Banking. Math for Adult Living. Your Family and Its Money.</p> <p>Useful Arithmetic. Using Money Series. Bank Account. Let's go Shopping. Using Dollars and Sense.</p> <p>Department Store Math. Monopoly. Guide to the Community. Money Management. Consumer Education.</p>

MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Describes various types of credit available.</p> <p>Calculates cost of credit.</p> <p>Explains that prices vary.</p> <p>Develops personal budget for purchase of clothing, entertainment, gifts, etc. (monthly, yearly).</p>	<p>Have class collect ads for credit cards from newspapers and magazines. Display. Make a list of places (services) for borrowing money.</p> <p>Use simulation. Emphasize the following concepts:</p> <ul style="list-style-type: none"> - reading the credit agreement - the name and address of seller - cost of credit related to promptness of payment - calculating when payments are due - promise to replace parts - calculating balance due. <p>Collect catalogues; have student calculate differences between store and catalogue.</p> <p>Visit several stores. Have student record prices and calculate difference.</p> <p>Visit second hand store. Have student calculate difference between old and new items.</p> <p>See Computation section.</p>	<p>Math for the Worker. How Money and Credit Can Help Us. Math for Adult Living.</p> <p>Getting Applications Right. Credit Buying series.</p> <p>Basic Skills. Consumer Education. Money Management. Guide to Community. Swindle.</p> <p>Bills - How to Pay Them. Budgeting series.</p>

MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Plans holiday and budgets for it.</p> <p>Explains what a credit purchase is.</p> <p>Explains how credit and cash purchase differ.</p> <p>Explains some advantages and disadvantages of credit.</p> <p><u>3. What to Buy</u></p> <p>The student:</p> <p>Describes essential and non-essential goods.</p> <p>Writes a budget.</p>	<p>Discuss credit rating. Write lists of all goods and services that can be bought on credit.</p> <p>Have a class discussion, "Why use credit? Is credit better than cash purchase?"</p> <p>Use role play: losing credit card, use of card in an emergency.</p> <p>Have a class discussion about misuse of credit, easy credit, cost of credit.</p> <p>As a class project have each student write list of essential and non-essential goods, then compare results.</p> <p>Have student examine yellow pages and decide which services would be needed for building a house, for servicing a car, renting an apartment.</p> <p>Make a list of major items that should appear on a family budget for a week.</p>	<p>Easy Money. Your World of Money.</p> <p>Department Store Math.</p> <p>Banking, Budgeting, and Employment. Your Family and Its Money. Math for the Worker.</p>

MONEY MANAGEMENT

Level 3

B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:	<p>Provide an income figure and have student calculate weekly Budget to determine if this will be over the income figure, if the budget is within the income figure.</p> <p>Have a class discussion about what is meant by living within fixed expenses.</p>	<p>Classroom Money Management Kit. Dollars and Sense. Planning Meals and Shopping. Managing Your Money.</p>
Defines what is meant by "value for money".	<p>Visit a store; have student decide which is a better buy between items of same size.</p> <p>Have student collect sales flyers, subscription applications, club memberships (book, record), then calculate cost. Discuss alternative purchases.</p> <p>Have a class discussion about pros and cons and calculate savings in the following types of situations:</p> <ul style="list-style-type: none"> - to rent or buy (room, equipment) - one item or a set - new, secondhand - unused car/demonstrator. <p>Visit a store; provide the same size of item and have student record the saving.</p>	<p>Using Money Series. Supermarket Measurement. Consumer Education. Let's Go Shopping. Using Money Series, Buying Power. Swindle.</p>

MONEY MANAGEMENT
Level 3
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>4. When to Buy</u></p> <p>The student:</p> <p>Recalls the time of year when certain goods are put on sale.</p>	<p>Construct calendar of sales, e.g. car, furs, appliances.</p> <p>Visit stores or agents and ask if there are special sale times.</p>	<p>Managing Your Money. Shopping List Game II. Useful Arithmetic. Dollars and Sense. Planning Meals and Shopping. Guide to the Community.</p>

MONEY MANAGEMENT
Level 3
C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Explains in his own words why it is important to save.</p>	<p>Construct a poster, "Why people need money", to illustrate students' responses.</p> <p>Play game, "If I had \$50 I would buy".</p> <p>Have student calculate interest on savings.</p>	
<p>Names places where money can be saved.</p>	<p>Visit major bank in community.</p> <p>Have a class discussion about why it would be unwise to store money at home.</p> <p>Compile a poster with drawings of savings institutions in town.</p>	<p>Banking, Budgeting, and Employment.</p> <p>Getting Ready for Payday, Savings Account.</p> <p>The Bank Book. Using Money Series: Earning, Spending, Saving. Classroom Money Management Kit.</p>
<p>Explains how he would choose an appropriate banking service.</p>	<p>Have student visit and name the bank nearest home, and talk to the manager.</p>	<p>Math for Family. Math for Citizenship. Math for Adult Living. Math for Banking. Money Management. Your Money Matters.</p>
<p>Describes how a savings account works.</p>	<p>Have student collect bank ads to determine rates on savings, and compare.</p> <p>Visit bank to locate areas and personal handlings, specific tasks, loans, savings, etc.</p>	<p>Bank Account. Big Deal.</p> <p>One Penny, Two Penny.</p>

MONEY MANAGEMENT

Level 3

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Opens an account.</p> <p>Calculates how much savings are in his account.</p> <p>Recalls and explains common banking terms.</p> <p>Describes different services offered by the bank.</p> <p>Demonstrates ability to use banking forms correctly, e.g. deposit slip, cheque.</p>	<p>Have student fill in (sample) bankbook correctly.</p> <p>Use role play to emphasize vocabulary such as withdraw and deposit.</p> <p>Provide practice record-keeping: money at hand and bills paid.</p> <p>Have student fill in entries and calculate balance sheet.</p> <p>Have student collect sample passbook, examine and practise filling it in.</p> <p>Use role play, include words such as savings account, passbook, cancelled cheque, balance, interest.</p> <p>Invite resource person to explain bank's services.</p> <p>Have class collect bank flyers and display.</p> <p>Compile a poster to display items and bank vocabulary, e.g. cheque, travellers' cheques.</p> <p>Use role play using vocabulary such as accounts, deposit, cheque, payee, signature.</p>	<p>Getting Applications Right.</p> <p>Getting Ready for Payday, Planning Ahead.</p> <p>Math for Employment I and II. Fill in the Blanks. The Bank Book.</p> <p>Money Math. Wages or Salary or Paychecks. Math for the Worker.</p>

MONEY MANAGEMENT

Level 3

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Describes circumstances when borrowing is appropriate.</p>	<p>Have a class discussion about when to borrow, financial responsibility, monthly statement.</p>	<p>Your Family and Its Money. How Money and Credit Help Us.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates proficiency in basic combinations of movements.</p>	<p>Provide opportunities for practice in basic movement combinations, e.g. carrying a cafeteria tray.</p> <p>Whenever possible, integrate the student into the regular physical education program.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates some knowledge of the following games and sports:</p> <ul style="list-style-type: none"> - golf - tennis - handball - badminton - horseshoes - bowling - team sports - gymnastics - social dancing - cross country skiing - outdoor and camping skills - swimming - wrestling - track and field - weight lifting - general fitness - skating - roller skating. <p>Note: This list is not meant to be all-inclusive.</p>	<p>Depending on the availability of facilities, provide opportunity for student to participate in these games and sports.</p>	<p>I Can Kits.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 3

C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates a respect for other's property.</p> <p>Practises socially acceptable behavior.</p> <p>Practises sportsmanship in team games.</p>		<p>Towards Affective Development.</p> <p>Focus on Self, Responding, Involvement.</p>

LEISURE/RECREATION SKILLS

Level 3

A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Cutting, Tearing, Fastening</u></p> <p>The student:</p> <p>Demonstrates ability to sew, lace, tie, pin and staple in constructing items.</p> <p>Demonstrates ability to make two-dimensional shapes from paper.</p> <p>Demonstrates ability to make mobiles using paper shapes.</p> <p>Demonstrates ability to make collages from paper of various colors and textures.</p> <p><u>2. Constructing</u></p> <p>The student:</p> <p>Constructs useful and decorative articles.</p> <p>Utilizes tools in constructing more complex articles of wood and other materials.</p>	<p>Have student enrich decorative items with cut and pattern shapes.</p>	<p>See Level 2 - Resources.</p>

LEISURE/RECREATION SKILLS
Level 3
A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3. Drawing and Painting</u></p> <p>The student:</p> <p>Creates simple designs.</p> <p>Uses paint, crayons, chalk, in combination on various surfaces.</p> <p>Demonstrates use of background detail in drawing and painting.</p> <p><u>4. Modelling</u></p> <p>The student:</p> <p>Demonstrates ability to join slab work.</p> <p>Demonstrates ability to do simple sculpture in clay or other media.</p> <p>Adds decorative textures to clay forms or paper maché forms.</p> <p><u>5. Print Making</u></p> <p>The student:</p> <p>Demonstrates ability to splatter print with various colors.</p>	<p>Have student use shapes, textures, geometric shapes and free expression.</p> <p>Provide practice in drawing horizontal and vertical lines and designs.</p> <p>Have student make dishes using the slab method.</p>	

LEISURE/RECREATION SKILLS

Level 3

A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to print on two-dimensional shapes cut and torn from various kinds and colors of paper.</p> <p>Demonstrates ability to do simple silk screening.</p> <p><u>6. Weaving and Stitching</u></p> <p>The student:</p> <p>Creates a rich design in stitching by using variations in color, kind of thread, kinds of fabrics, beads, and other decorative materials.</p>		

LEISURE/RECREATION SKILLS

Level 3

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Listening</u></p> <p>The student:</p> <p>Recognizes such tonal relationships as repeated skips.</p> <p>Recognizes melody that tells a story.</p> <p>Expands his listening repertoire.</p> <p>Develops increased ability to recognize tonal relationships, phrases, melodic patterns, rhythmic patterns, songs.</p> <p>Increases length of time he enjoys listening to music.</p> <p>Builds repertoire of simple melodic compositions.</p> <p><u>2. Singing</u></p> <p>The student:</p> <p>Sings simple rounds.</p> <p>Demonstrates initial awareness of customs, people, and heritage through songs.</p> <p>Recognizes music notation.</p>	<p>Whenever possible, integrate the student into the regular music program.</p> <p>Ask what the music suggests to the student.</p> <p>Use folk songs, action songs, rounds and popular songs.</p>	<p>Threshold to Music (charts).</p>

LEISURE/RECREATION SKILLS

Level 3

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates good habits in singing.</p> <p>Strives for an acceptable tone quality.</p> <p>Continues to increase repertoire of songs, including rounds.</p> <p>Participates in assembly programs.</p>		
<p><u>3. Playing</u></p> <p>The student:</p> <p>Demonstrates ability to play tonal patterns.</p> <p>Demonstrates ability to play both rhythm and melody instruments.</p> <p>Demonstrates ability to read a simple music score.</p>		
<p><u>4. Rhythmic</u></p> <p>The student:</p> <p>Demonstrates ability to feel regular phrasing.</p> <p>Demonstrates increased ability to reproduce rhythmic patterns in various meters.</p> <p>Expresses simple rhythmic patterns through body response, vocal response, written response.</p>		

LEISURE/RECREATION SKILLS

Level 3

C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates relaxation, concentration and trust of self and others in group activities.</p> <p>Responds to environmental stimuli to the senses.</p> <p>Demonstrates ability to give verbal responses in a variety of situations with other persons.</p> <p>Demonstrates ability to use fluency and control in verbal communication with another person or persons.</p> <p>Demonstrates ability to imagine a character's form and actions.</p> <p>Demonstrates knowledge that the main thought of a play is created by the characters and related incidents.</p> <p>Demonstrates knowledge of the use of language in a play.</p> <p>Demonstrates skill in communicating ideas and feelings.</p> <p>Demonstrates skill in social interaction.</p> <p>Demonstrates increased personal responsibility.</p>	<p>Utilize the following:</p> <ul style="list-style-type: none"> - puppetry - media - dramatic literature - story telling - speech - choral speech - movement - theatre games - mime - improvisation - makeup - multisensory activities - simple dramatization - dialogue with one or more persons. 	

LEISURE/RECREATION SKILLS

Level 3

D. Crafts and Hobbies

OBJECTIVES

The student:

Engages in the following activities according to interests and abilities:

- leathercrafts
- woodwork
- basketry and raffia work
- stuffed dolls, toys and animals
- hooked rugs
- weaving
- crochet
- knitting (wool)
- tile (ceramic and mosaic)
- embroidery
- needlepoint
- pottery
- gardening and plant care
- black and white developing
- ceramics
- painting
- carving
- sewing
- pet care
- collections (stamps, cards, insects, etc.).

NOTE: This is not intended to be an all inclusive list.

TEACHING STRATEGIES

Provide opportunity for student to express own creative ability.

MATERIALS

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 Level 3
 A. Home and Family

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies what constitutes a family from societal, legal perspective.</p> <p>Identifies how roles and responsibilities change with age.</p> <p>Identifies tasks associated with roles family members may assume in community.</p> <p>Participates responsibly in decision making process in the family.</p> <p>Identifies and utilizes strategies for coping with family change.</p> <p>Identifies family service agencies, e.g. representatives from Social Services and Community Health.</p>	<p>Arrange visits by nurse, social worker, probation officer.</p>	<p>Family Values.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

B. School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies resource personnel by role.</p> <p>Assumes responsibility for personal and public property.</p> <p>Demonstrates respect for the personal property of others.</p> <p>Participates in decisions regarding rules.</p> <p>Participates responsibly in delegating authority.</p> <p>Participates responsibly in electing authority.</p>	<p>Set aside a time each week for "class meetings" when concerns of students are responsibly voiced and discussed.</p> <p>Invite principal for a discussion of school rules and regulations to acquaint class with reasons behind rules.</p> <p>Involve students in decision making.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 Level 3
 C. Community and Country

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States the name of city, country, and continent.</p> <p>Demonstrates knowledge of the words of the national anthem.</p> <p>Identifies common provincial "helper" or "service" agencies, e.g. social services.</p> <p>States the role of common provincial "helper" or "service" agencies.</p> <p>Identifies common provincial agencies and facilities, e.g. national parks.</p> <p>States the purpose of common provincial facilities and agencies, e.g. health, agriculture, labor.</p> <p>Recognizes cultural differences within Canada, two official languages, etc.</p> <p>Demonstrates knowledge of provincial rules and laws.</p> <p>Identifies how laws are made and by whom.</p>		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

D. Current Events

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Selects a radio, television, newscast or press report.

Recalls daily news and weather cast.

Identifies and differentiates between major stories.

Use guided discussion of major stories; discuss the function of the media (class or school newspaper).

Visit a local newspaper; have students help plan the field trip.

Simulate newspaper functions with class assigned reporters: how to write (or verbally state) a news story.

Make a list of television shows students watch.

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 Level 3
 E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Ecology</u></p> <p>The student:</p> <p>Recognizes the positive/negative effects of man's intervention in nature.</p> <p>States some laws dealing with animal care.</p>	<p>Teach student to recognize that feeding birds may seem to be a charitable thing to do, but the practice builds a dependency that can kill the birds fed.</p> <p>Show a film on the "Balance of Nature".</p> <p>Have a class discussion about the effect of hunting as a "sport" upon populations.</p> <p>Have a class discussion about organizations that struggle to save disappearing species, e.g. Ducks Unlimited.</p> <p>Have students find pictures in magazines of endangered species.</p>	<p>Science Experiments You Can Eat.</p> <p>Hinterland Who's Who Series.</p> <p>Parks and Wildlife materials.</p> <p>Canada's Endangered Species (video cassette).</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2. Natural Phenomena</u></p> <p>The student:</p> <p>Demonstrates some understanding of natural disasters, e.g. earthquake.</p> <p>States how weather affects the life of others, e.g. farmer.</p> <p><u>3. Energy</u></p> <p>The student:</p> <p>Demonstrates knowledge of alternate energy sources, e.g. coal, windmill.</p> <p>Demonstrates ability to make responsible energy choices in daily life.</p>		
<p><u>4. Pollution</u></p> <p>The student:</p> <p>Demonstrates knowledge of the necessity for proper disposal methods when using outdoor facilities, e.g. toilet, cooking.</p>	<p>Teach student to turn down thermostat, turn off lights, etc.</p> <p>Make a list of good practices stated by the class in discussion.</p> <p>Point out that detergents are effective in removing grease in less than hot water, and the use of a bleach as a final rinse will kill most bacteria remaining on dishes after washing.</p>	<p>Pollution Solution. Living Well in Times of Scarcity.</p> <p>Energy Management for the Future.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes that there are socially acceptable methods of showing his disapproval of environmentally damaging practices.</p> <p>Recognizes importance of pollution control laws, including noise pollution.</p> <p>Demonstrates knowledge of service industries to aid a community in sanitation and environmental areas.</p> <p>Demonstrates awareness of the contribution made by these industries, e.g. bottle depot workers, environmental control agencies, parks and wildlife workers.</p>	<p>Teach that the correct method of disposing of wash water is the use of a small sump pit; water that contains soap, bleach, etc. should not be thrown into a lake or stream since it will kill the aquatic life.</p> <p>Teach students to ask others not to smoke. Have them suggest polite and considerate techniques to foster cooperation and learn to avoid confrontation and insult.</p> <p>Have class develop skits to illustrate the above.</p> <p>Take a field trip to a sewage treatment plant, the garbage dump, a water treatment station.</p>	<p>Government Environmental Resource Materials Guide.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>5. Conservation</u></p> <p>The student:</p> <p>Demonstrates knowledge of reasons for conservation, e.g. depletion of natural resources.</p> <p>Demonstrates ability to select energy saving modes of travel, e.g. bicycle.</p> <p><u>6. Safety</u></p> <p>The student:</p> <p>Demonstrates some knowledge of survival methods.</p> <p>Practises safety rules that apply to outdoors.</p> <p>Demonstrates some knowledge of disease transmitted by animals.</p> <p>Demonstrates small-craft water safety.</p>	<p>Teach students the procedure to follow if they are ever bitten by a larger animal.</p> <p>Teach students who are very sensitive to insect stings the correct precautions and to carry their medications when in the outdoors.</p> <p>Use the Red Cross Water-Safety and Small Craft courses in a spring camp at a nearby lake.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 3

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to swim and drown-proof.</p> <p>Recognizes risks involved in traveling on frozen lakes or rivers.</p>	<p>Arrange swimming classes at a nearby pool with qualified instructors to teach the students.</p> <p>Collaborate with parents to go ice fishing.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge and Development of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Personal Characteristics/Self Identification</u></p> <p>The student:</p> <p>Identifies the need and function of self-identifying information, e.g. student I.D. card, social insurance number, birth certificate.</p> <p>Relates personal interests, abilities, limitations to selection of vocational and avocational activities.</p> <p>Selects two or more areas for work study/experience which are consistent with interests, abilities, limitations.</p> <p>Describes the type of person he would like to be and indicates ways in which he can achieve this, e.g. grooming, study, being more considerate.</p>	<p>Have student write resume, fill out application forms, e.g. social insurance number.</p> <p>Have student write an autobiography.</p> <p>Have student make personal chart of jobs, leisure activities, etc. listing things he likes/dislikes, does well/does not do well.</p> <p>Present open-ended questions, e.g. "If I were"; "If I could be".</p> <p>Have student research and present a report on "Where I Would Like to Work".</p> <p>Have student write a "commercial" for himself.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge and Development of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States and discusses educational and personal characteristics required for a variety of vocations.</p> <p>Identifies those vocations for which he will have the appropriate characteristics.</p> <p><u>2. Physical Self</u></p> <p>The student:</p> <p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> - intercourse - pregnancy - birth control - birth - venereal disease - pornography - and community services relating to these. <p>Demonstrates understanding of current sexual slang.</p> <p>Practises appropriate public sexual behavior, e.g. discriminatory restraint, regard for setting.</p>	<p>Bring in speakers, e.g. nurse, doctor, other community resource people.</p> <p>Use appropriate films, filmstrips, printed and illustrated learning resources.</p> <p>Focus on the concept of responsible sexual behavior not merely upon the factual material.</p> <p>Teach student to translate vocabulary of the street into more accurate terms in the areas of copulation, masturbation, reproductive organs.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge and Development of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies the effect of physical handicaps or disorders (selection of activities, self-concept) on self and on others.</p> <p>Identifies and demonstrates ways of improving personal appearance, e.g. grooming, exercise, diet, clothing selection.</p>	<p>Have student write a paragraph on: "How I Can Improve My Appearance".</p>	<p>It's Your Life. Lifeline Materials (Sensitivity, Consequences, Point of View).</p>
<p><u>3. Emotional Self</u></p> <p>The student:</p> <p>Identifies an increasing number of emotions in self and others</p>	<p>Use open ended sentences:</p> <p>"I love to give"</p> <p>"I always feel good when ..."</p> <p>"What really bothers me is .."</p> <p>"I would be happier if"</p> <p>"I like going home because .."</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge and Development of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increasing awareness of mixed and changing emotions and moods; articulates emotional states with accuracy.</p> <p>Predicts emotional reaction of self and others in a given situation.</p> <p>Recognizes that emotional states vary with the individual and circumstances.</p> <p>Practises coping with stress in a number of ways.</p> <p>Identifies and discusses inappropriate ways of dealing with stress, e.g. drugs, alcohol.</p>		<p>Innerchange, Junior High. It's Your Life. Focus on Self Development, Stage Three: Involvement. Today's Teen Series: Discovering You, Decision Making, Relating to Others.</p> <p>I've Got Me and I'm Glad. Second Centering Book.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

A. Knowledge and Development of Self

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and discusses ways in which some stress is beneficial rather than harmful, e.g. pressure to complete a task.</p> <p>Expresses and controls emotions appropriately in a variety of settings.</p> <p>Demonstrates increasing skill in recognizing and avoiding potentially provoking situations, including unfamiliar situations.</p>	<p>Use role play, drama, discussion.</p>	<p>Values Clarification: A Handbook of Practical Ideas for Teachers and Students.</p>

B. Social Relationships

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UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2. Factors Affecting Relationships</u></p> <p>The student:</p> <p>Recognizes:</p> <ul style="list-style-type: none"> - that children need experience - that adults are expected to be independent and responsible. <p>Recognizes that roles can change from time to time and from situation to situation, even when people involved remain the same.</p> <p>Recognizes:</p> <ul style="list-style-type: none"> - that roles associated with a given sex are changing - there are expectations associated with sex roles and violations of these may meet with disapprobation. 		<p>It's Your Life. Stage Three: Involvement - Focus on Self Development. Today's Teen Series: Discovering You, Decision Making, Relating.</p> <p>Lireline Materials: Sensitivity, Consequences, Point of View. Conflict Management. Activities for Developing Positive Self Awareness.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3. Handling Social Interaction</u></p> <p><u>a. Expressive Communication Skills</u></p> <p>The student:</p> <p>Demonstrates increasing skill in using communication modes.</p> <p>States/lists advantages and disadvantages of different types of communication.</p> <p>Identifies situations in which a specific type of communication is appropriate.</p> <p>Communicates effectively with others in a wide variety of settings.</p> <p>Identifies a wider number of blocks to communication, e.g. confronting, interpreting, advising.</p>	<p>Have students convey/communicate through:</p> <ul style="list-style-type: none"> - posters - written exercises - producing radio plays - dramatization - commercials - discussion - telephone. <p>Have class plan a party.</p> <p>Have class listen to and discuss taped conversations.</p> <p>Show films.</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With increasing accuracy ascertains whether the message he is trying to communicate is understood.</p> <p>Communicates a wide range of feelings with increasing accuracy, including mixed or ambivalent feelings.</p> <p><u>b. Receptive Communication Skills</u></p> <p>The student:</p> <p>Demonstrates understanding how the use of gestures, asides, satire, voice inflection affects meaning, e.g. bias, prejudice, propaganda.</p>	<p>Use open ended sentences:</p> <p>"I always make up my own mind about";</p> <p>"If I had a choice, I would";</p> <p>"When I can't do something, I";</p> <p>"It is hard for me to make a decision about";</p> <p>"Talking about a problem is".</p>	<p>Magic Circle.</p> <p>Focus on Self Development, Stage Three: Involvement.</p> <p>All About Manners.</p> <p>Activities for Developing Positive Self Awareness.</p> <p>Lifeline Materials (Sensitivity, Consequences, Point of View).</p> <p>Conflict Management.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Becomes a more effective listener by "checking out" what the speaker is saying, both affective content and informational content.</p>	<p>Use role play.</p>	<p>It's Your Life.</p>
<p><u>c. Problem Solving and Decision Making</u></p> <p>The student:</p> <p>Applies steps in problem solving to new and personal experiences or situations.</p> <p>Demonstrates knowledge of how potential problem situations can be avoided.</p> <p>Makes decisions in a appropriate manner:</p> <ul style="list-style-type: none"> - obtaining available information - weighing alternatives - evaluating possible consequences. 	<p>Provide practice with problem situations.</p> <p>Present situations which require decisions, e.g. "Where should I buy my coat?"</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Applies conflict management strategies to new and personal experiences and situations; articulates the strategy being used.</p> <p>4. <u>Rules and Routine</u></p> <p>The student:</p> <p>Identifies probable rules in a number of unfamiliar situations, e.g. on the job, public facility.</p> <p>Follows rules appropriate behavior in a variety of unfamiliar settings.</p> <p>Identifies the potential consequences of breaking rules in a variety of unfamiliar situations.</p>	<p>Have student make choices and explain reason for choice, e.g. "Should I go to the football game or the dance?"</p> <p>Have students write rules for specific jobs.</p> <p>Use role play, field trips.</p>	<p>It's Your Life. Focus on Self Development, Stage Three: Involvement. Today's Teen Series: Discovering You, Decision Making, Relating to Others. Dimensions for Living. Lifeline Materials (Sensitivity, Consequences, Point of View).</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Formulates rules for unfamiliar situations, and identifies consequences.</p> <p>Recognizes the need to abide by rules even when not agreeing with them.</p> <p><u>5. Social Roles</u></p> <p>The student:</p> <p>Identifies roles in unfamiliar and broad situations.</p> <p>Ascribes probable characteristics to these roles, e.g. boss, sex roles, employee.</p> <p>Recognizes that although roles have commonality, personal interpretations are possible, e.g. similarities and differences between teachers, mothers.</p> <p>Recognizes that conflict may arise when people behave in ways not consistent with other's role expectations, e.g. parents who abandon children, ministers who swear.</p>	<p>Have class make up rules for new situations.</p> <p>Have student complete open ended sentences, "If I were boss I would", etc.</p> <p>Have students take turns role playing, assuming the same character.</p> <p>Have a class discussion about similarities and differences in ways in which the roles were portrayed.</p> <p>Change the way in which you behave towards students for a short time, then have a class discussion.</p>	<p>Focus on Self Development, Stage Three: Involvement. All About Manners. Today's Teen Series. Dimensions for Living.</p>

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes that a person must assume different roles at different times in his life, e.g. child, parent, student, employee.</p>	<p>Have student make a "life line", birth to death.</p>	<p>It's Your Life. Focus on Self Development, Stage Three: Involvement. All About Manners. Dimensions for Living. Lifeline Materials (Sensitivity, Consequences, Point of View).</p>
<p><u>6. Values and Social Expectations</u></p> <p>The student:</p> <p>Recognizes that values and social customs vary with culture.</p> <p>Recognizes that a custom or value appropriate in one setting may not be so in another, e.g. Hutterite vs. an ordinary farmer.</p> <p>Relates personal values to those of society.</p> <p>Demonstrates understanding of how group opinion affects personal value system.</p>	<p>Use reports on specific cultures.</p> <p>Have student select a culture different from his own, indicate things he likes about that culture and identify areas of difference.</p> <p>Write a paragraph: "If I were God of the universe I would"</p>	

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Level 4

B. Social Relationships

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes when personal and societal values come in conflict and attempts to resolve and conflict.</p> <p>Recognizes the prevalent moral structure in the society and articulates instances of it.</p> <p>Demonstrates understanding of the concepts of human rights, e.g. dignity and equality.</p>		

TRAVEL
Level 4
A. Ways to Travel

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Participates in driver training (where appropriate).</p> <p>Demonstrates understanding of a full range of regular safety and traffic rules, laws.</p>	<p>Have a class discussion about local traffic bylaws.</p>	<p>A.M.A. materials.</p>

TRAVEL
Level 4
B. Travel Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Performs basic maintenance for vehicles, including automobile.</p> <p>Travels independently beyond community, e.g. arranges accommodation, transportation, meals.</p> <p>Travels independently beyond the city or town.</p> <p>Reads and uses a variety of transportation schedules.</p> <p>Demonstrates ability to use agencies that help travellers, e.g. A.M.A., R.C.M.P.</p>	<p>Arrange actual trips.</p> <p>Use long range trip simulations.</p> <p>Take simulated trip to student designated destination.</p>	<p>Motorcycle Safety. How to Read a Map. How to Read a Schedule.</p> <p>International Traffic Signs.</p> <p>Real Life Reading.</p>

HEALTH
Level 4
A. Nutrition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to select nutritious food for a well balanced diet.</p> <p>Plans and prepares low cost nutritious diet.</p> <p>Demonstrates understanding of caloric requirements.</p> <p>Identifies diet to increase or decrease weight.</p> <p>Recognizes the deficiencies in his diet.</p> <p>States proper ways to pre-serve food.</p> <p>Demonstrates hygienic practices when preparing, serving or eating food.</p> <p>Recognizes the protection provided by the health department in checking food distribution establishments.</p> <p>Demonstrates ability to contact health inspectors.</p>	<p>Have student make a list of food consumed in a day/week.</p> <p>Have student plan a day's/ week's menu.</p> <p>Divide students in groups to prepare some balanced meals.</p> <p>Have a tasting party for which students make up menus.</p> <p>Have class help plan a school lunch menu.</p> <p>Have students keep a record of their caloric intake.</p> <p>Have a class discussion about obesity, weight, reducing and vitamin pills.</p> <p>Have student prepare food and follow those practices.</p> <p>Visit school, restaurant, supermarket, food processing plant, etc. to find out about sanitary regulations.</p>	<p>Canada Food Guide. Department of Agriculture Materials. Food for Life: The Basic Four. Nutrition Series.</p> <p>Films: How a Hamburger Turns into You, Too Much of a Good Thing.</p>

HEALTH
Level 4
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Knowledge of Body</u></p> <p>The student:</p> <p>Recognizes adolescent growth process.</p> <p>Demonstrates knowledge of body changes.</p> <p>Demonstrates understanding of reproduction process.</p>	<p>Have student interview nurse, doctor, science and health teacher.</p> <p>Show films, slides.</p> <p>Using library resources, have student research.</p> <p>Have class enumerate, discuss, role play.</p> <p>Show films, slides, filmstrips.</p> <p>Invite personnel from the Health Department, doctor, nurse.</p> <p>Invite school nurse.</p> <p>Show films, slides, filmstrips.</p> <p>Have a "Question Box" or "Mystery Box" for students to drop questions.</p> <p>Invite specialists, e.g. gynecologists, obstetricians.</p>	<p>Department of Health Materials. The Problem: Acne.</p> <p>The Growing Trip. There's a New You Comin'!</p> <p>Egg & Sperm.</p>

HEALTH
Level 4
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2. Care of the Body</u></p> <p>The student:</p> <p>Recognizes importance of good grooming and cleanliness (interpersonal relations).</p> <p>Demonstrates ability to find reliable health information.</p> <p>Evaluates health product advertisements.</p>	<p>Invite or have student interview cosmetologist, fashion/beauty consultant, hiring agency personnel, someone known and respected in the community who is successful in his job.</p> <p>Use role play.</p> <p>Have a class party.</p> <p>Have a class discussion about health hazards involved.</p> <p>Invite school nurse to speak to class.</p> <p>Have student check "yellow pages" of telephone directory for listings, headings of medical personnel.</p> <p>Invite or have student interview dentist, general practitioner, specialist, concerning factual information.</p> <p>Visit clinic, doctor's office, hospital emergency ward.</p>	<p>Today's Teen Series.</p> <p>Battling Disease: Protecting Your Health.</p> <p>Self-Care Female Series.</p> <p>Self-Care Male Series.</p> <p>Materials from: Medical Association, Cancer Society, Heart Association, Local Hospitals.</p>

HEALTH
Level 4
B. Personal Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates balanced program of rest, work and recreation.</p> <p>Practises physical fitness program.</p>		<p>Filmstrips: Exercise: Fit to be Tied, Physical Fitness Sense.</p> <p>Y.M.C.A. and Y.W.C.A. materials.</p>
<p><u>3. Drugs and Alcohol</u></p> <p>The student:</p> <p>Recognizes the signs of alcohol and drug dependency.</p> <p>Recognizes the mental, physical, and emotional consequences of use of alcohol, tobacco, narcotics and other drugs.</p>	<p>Have student interview and/or invite personnel from Alcoholics Anonymous, Public Health Department to visit the class.</p> <p>Show films, filmstrips, slides.</p> <p>Have student tape record a commercial or design a commercial about drugs.</p> <p>Have student act out a television commercial on drug advertisement.</p> <p>Invite a representative from the Better Business Bureau.</p>	<p>Films: Alcohol Problem: What Do You Think, The Drag, The High Hooked.</p> <p>Filmstrips: A Capsul Look at What Drugs Do To You. Drug Abuse: It's Your Decision.</p>
<p>Independently takes own prescribed and non-prescribed medication.</p>		<p>Drug Abuse: Who Needs It? Drug Education Series. Facing the Facts: Drugs, Alcohol and Tobacco.</p>

HEALTH
Level 4
C. Community Health Services

OBJECTIVES

TEACHING STRATEGIES

MATERIALS

The student:

Demonstrates ability to
utilize health services.

Recognizes the contribution
of the helping professions
in improving health, e.g.
medicine, dentistry,
psychology, social work.

Have student write association
and request information about
requirement for membership.

Use "yellow pages" of
telephone directory for
listing or headings of
medical personnel.

Have student interview dentist,
general practitioner,
specialist, personnel from
the health department.

Visit clinic, doctor's office,
hospital emergency ward to
compare the differences in
services.

SAFETY
Level 4
A. Home and School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates independence and reliability in coping with dangers and accidents.</p> <p>Demonstrates ability to utilize community emergency services.</p> <p>Administers first aid as indicated by St. John's Ambulance first aid course.</p>	<p>Use discussion, demonstration, drama.</p> <p>Stage a slogan and poster contest.</p> <p>Make a handbook on "Coping with Accidents".</p> <p>Have a panel discussion.</p> <p>Use simulated activities.</p> <p>Have student attend first aid course.</p>	<p>Playing It Safe with Animals.</p> <p>Tiger, Tiger, Burning Bright.</p> <p>St. John's Ambulance materials.</p>

SAFETY
Level 4
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates the steps involved in hazard analysis.</p> <p>Demonstrates knowledge of accident prevention.</p> <p>Demonstrates knowledge of safety practices.</p> <p>Utilizes community emergency services.</p>	<p>Have a classroom committee on safety keep a tabulation of accidents that occur to the students participating in playground activities, in the halls, classroom, etc.</p> <p>Play simulated games.</p> <p>Stage a slogan and poster contest.</p> <p>Have student compose original safety poems.</p> <p>Have the class put together a dictionary of pedestrian safety words.</p> <p>Use lectures, speeches given by safety officials.</p> <p>Have class visit a building for the purpose of investigating various hazards and report observations.</p> <p>Have a panel discussion about causes of accidents at home and school.</p> <p>Visit various organizations in the community that contribute to safety.</p>	<p>I.P.A. Manual (1980).</p>

SAFETY
Level 4
B. Community

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies the responsibilities of owning a car.</p>	<p>Make a list of the bad practices of drivers that endanger or annoy pedestrians.</p> <p>Use role play representing the appropriate views of insurance agents, automobile manufacturers, automobile purchaser, law enforcement officers.</p> <p>Secure an accident spot map from the local police or highway department and have class study pedestrian accidents that have occurred in your community over a given period of time.</p>	<p>Case of Officer Hallibrand; Help Is.</p>

SAFETY
Level 4
C. Recreation

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates independence in identifying and avoiding dangers in recreation.</p> <p>Independently utilizes emergency services.</p>	<p>Compile a list of local recreational areas.</p> <p>Have student interview people to discover about different recreational areas.</p> <p>Have student survey and evaluate information presented in magazines or take a trip to different recreational areas.</p> <p>Provide opportunity for student to participate in establishing or improving some youth recreation projects.</p>	<p>Avoiding Accidents: Safety and First Aid. Y.M.C.A. and Y.W.C.A. materials. Motorcycle Safety.</p>

WORLD OF WORK

Level 4

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Use of Tools and Equipment</u></p> <p>The student:</p> <p>Selects and uses appropriate tools and machines for specific projects.</p> <p>Organizes and cares for tools and equipment.</p> <p>Constructs more complex projects.</p>	<p>Demonstrate and have class discussion on the use of new tools and equipment.</p> <p>Explain storage procedures.</p> <p>Have student experiment with equipment while monitoring his behavior.</p> <p>Assign projects, using more complex equipment.</p>	<p>Manufacturer's Use and Care Manuals.</p> <p>Shop Made Easy. Shop Safety.</p> <p>Working with Wood.</p>
<p><u>2. Following Directions</u></p> <p>The student:</p> <p>Follows complex set of directions.</p> <p>Identifies person in authority in a variety of work situations.</p>	<p>Develop group projects involving complex set of directions; have one student act as foreman. Evaluate project when complete.</p>	<p>Following Directions. Listening on the Job.</p>
<p><u>3. Decision Making</u></p> <p>The student:</p> <p>Makes appropriate decisions in work situations, e.g. how to improve quality of work.</p>	<p>Display samples of work of various quality; have class discuss, evaluate and decide how to improve.</p>	<p>Real People at Work. From Classroom to Career, Part 1 and 2.</p>

WORLD OF WORK

Level 4

A. Specific and Allied Work Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>4. Independence</u></p> <p>The student:</p> <p>Demonstrates ability to perform satisfactorily in unfamiliar work situations.</p>	<p>Provide opportunities for student to work in a variety of situations.</p> <p>Monitor and evaluate performance; discuss with student.</p>	<p>All In A Day's Work.</p>

WORLD OF WORK

Level 4

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Why Work</u></p> <p>The student:</p> <p>Demonstrates independence through working.</p> <p><u>2. Job Awareness</u></p> <p>The student:</p> <p>Demonstrates knowledge of variety of jobs/careers available.</p>	<p>Have student cut out and display pictures from local paper illustrating different jobs.</p> <p>Invite resource people from businesses, industries, unions and Chamber of Commerce to visit the classroom.</p> <p>Compile a list of jobs classified by the students in various ways:</p> <ul style="list-style-type: none"> - service and non-service jobs - part-time/full time - jobs that interest me and those that do not - those jobs available/not available locally. <p>Have students discuss experience of part-time work.</p> <p>Provide opportunity for students to meet with career counsellors.</p> <p>Have student collect several want ad sections from different newspapers and compare the classification system.</p>	<p>You and Your World. Work for Everyone.</p> <p>Archway Occupational Academics Program.</p> <p>Your Kind of Job. Real People at Work. I Want To Be Books.</p> <p>Picture Interest Inventory. Canadian Occupations.</p> <p>Turner Career Guidance Series.</p>

WORLD OF WORK

Level 4

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding that jobs require different skills.</p> <p>Demonstrates knowledge of requirements for practical job/career.</p> <p>Explores careers through practical experience.</p>	<p>Have student check jobs that he feels he could do or would like to do.</p> <p>Have class visit and locate places in town where jobs can be found.</p> <p>Have students select from classified ads jobs that they are qualified to do, then cut out and display on "vacancy" resource board.</p> <p>Compile a list of jobs demanding skills in mathematics, reading, oral skills, etc.</p> <p>Visit specific training institutes.</p> <p>Provide opportunity for student to participate in work study/experience.</p>	<p>Real People at Work.</p> <p>Career Search.</p> <p>Career Comparison Kits.</p> <p>Functional Work Phrases for Everyday Living.</p> <p>Work Experience Manual.</p>
<p><u>3. Job Demands</u></p> <p>The student:</p> <p>Demonstrates good work habits.</p>	<p>Have students make cartoon to illustrate safety lessons at work, or good (or bad) work habits. See Safety and Health sections.</p>	<p>Positive Attitude Posters.</p>

WORLD OF WORK

Level 4

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:	<p>Have a class discussion about ways in which present work habits will be helpful when student has a job.</p> <p>Use recognition techniques such as awards, free time passes, bonus points and constructive discussion of good work habits.</p>	
Demonstrates positive attitude towards work.	Have class collect and display Workers' Compensation Board posters.	Workers' Compensation Board posters.
Arrives on time for work.	<p>Have student make and keep a time card for work study program. Collaborate with employer to fill in time student arrives and leaves.</p> <p>Have student calculate loss of wages through lateness, provide hourly rate.</p>	Work Experience Manual.
Completes most tasks assigned in various areas at home, school and on the job.	<p>Have each student keep a task check list during work study. Check after a day/week to see if assigned jobs were completed.</p> <p>Obtain parental cooperation to keep a check list of tasks to be completed at home.</p>	<p>So You Want A Job, Eh! A Good Worker. Your Job. The Nature of Work.</p> <p>Attitude and Safety posters.</p>

WORLD OF WORK

Level 4

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates good listening habits.</p> <p>Demonstrates ability to relate to personnel in work stations and on the job.</p> <p>Develops awareness of job routines.</p> <p>Travels anywhere in area independently.</p>	<p>Develop oral comprehension skills. Read story suitable for level and ask basic who, why, when, where type questions.</p> <p>Have a class discussion: "Why listen to the boss".</p> <p>Develop skills to enable students to demonstrate the difference between advice, orders and requests.</p> <p>Have student complete open-ended sentences: "Perhaps you should"; "It might be nice if".</p> <p>Have class compare different job routines of work study placement.</p> <p>Have student travel to work station independently.</p>	<p>Getting a Job. Stories About Workers. How to Hold Your Job. World of Work Series.</p> <p>Job Attitudes. Sign Survival Poster Program.</p> <p>Turner-Livingston Communication Series.</p>

WORLD OF WORK

Level 4

B. Career Planning and Exploration

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of qualifications required by the job.</p> <p>Reads at level appropriate to work study requirements.</p> <p>Completes successfully specific courses for particular jobs.</p>	<p>Have a class discussion about skilled and unskilled workers, qualifications needed for job held in work study.</p> <p>Teach student to read and understand work contract in work study placement.</p> <p>Have student write down and record all functional words and phrases found at work station, e.g. exit, warning.</p> <p>See Appendix for list of functional words.</p> <p>Have student read employer's written instructions and messages.</p> <p>Have student participate in relevant courses, e.g. business math, typing, record keeping, shop classes.</p>	<p>Help!</p> <p>Telephone Directory.</p> <p>Fill in the Blanks.</p> <p>Forms in Your Life.</p> <p>How to Write Yourself.</p> <p>Sign Survival</p> <p>Poster</p> <p>Program.</p> <p>Sign-A-Mite.</p> <p>English for Adult Living.</p> <p>A Good Worker.</p> <p>I Can Make It On My Own.</p> <p>Real Life Reading.</p> <p>Real Life Reading and Writing on the Job.</p>

WORLD OF WORK
Level 4
C. Finding A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Awareness of Personal Abilities and Interests</u></p>	<p>Provide job descriptions, such as conditions involving:</p> <ul style="list-style-type: none"> - full time/part time - day/night shift - working with people or machines. <p>Have student locate specific local jobs that meet each condition, e.g. part/full time.</p> <p>Have students decide which jobs they would choose.</p> <p>Measure student's interest in career fields with an interest inventory.</p> <p>Have student choose job of most interest for work study.</p> <p>Have a class discussion about student's hobbies if relevant to world of work, e.g. babysitting, helping on the farm.</p> <p>Supply description of sample behaviors, e.g. anxious, patient, like to work, loner. Have student check which apply to him. See Understanding Self.</p>	<p>Service Occupations. Work for Everyone.</p> <p>Picture Interest Inventory. Help! Social and Prevocational. Information Battery.</p>

C. Finding a Job

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WORLD OF WORK
Level 4
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2. Awareness of Process</u></p> <p>The student:</p> <p>Demonstrates ability to use telephone in looking for a job.</p> <p>Demonstrates knowledge of how to use newspaper "help wanted" columns to find jobs.</p>	<p>For work study have student set up job interview, ask permission to work.</p> <p>Use role play; have student use telephone to set up interview, find jobs, seek references, get job information.</p> <p>Compile list of phone "helps":</p> <ul style="list-style-type: none"> - why phone (to get information, to give information, to clarify, to introduce, to explain) - how to phone (speaking clearly, listening, not talking, asking to repeat if necessary) - who to phone (ask specific person, remember who called or answered). <p>Have student cut out industries and service ads from used directory, then locate and label on large scale map.</p> <p>Use role play of job related telephone calls made with different purposes in mind, e.g. late, sick, checking facts. Record and review.</p>	<p>Finding Work.</p> <p>Help! Telephone Directory. Getting a Job.</p>

WORLD OF WORK
Level 4
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads and interprets all information in want ads.</p>	<p>Have class collect, display and locate job in own home town, in another geographical location. Use several different newspapers.</p> <p>Have student compile a file on part-time jobs available locally, using want ads.</p> <p>Make a display chart of words and abbreviations found in want ads.</p> <p>Have student write a want ad for any specified job.</p> <p>Have student write a paragraph to answer a want ad.</p> <p>Demonstrate procedures used in answering a want ad.</p> <p>Have a class discussion about when to use the want ad. Include the advantages and disadvantages and compare with phoning or actual visit to personnel office.</p>	<p>You and Your World. All About Jobs. Guide to the Community.</p>

WORLD OF WORK
Level 4
C. Finding A Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>3. Personal Contact</u></p> <p>The student:</p> <p>Names person(s) who can assist him to get a job.</p> <p>Demonstrates ability to be interviewed for job placement.</p>	<p>Have a class discussion about ways that part-time jobs have been located, e.g. by want ads, visit to work place, or personal contact.</p> <p>Have student compile list of persons who could help him to choose or get a job, e.g. friend, teacher, parents.</p> <p>Provide opportunity for student to discuss job availability with guidance counsellor.</p> <p>In work study have student ask fellow workers how they got their jobs, share job experiences, ask for reference (if applicable).</p> <p>Have student compile list and discuss types of personal contact, e.g. persons known, visit to work place, use of public employment services.</p> <p>Have a class discussion about advantages and disadvantages of types of personal contact.</p> <p>Have student arrange by phone or letter to be interviewed by prospective work study employer.</p>	<p>The Job Book. How to Get That Job. Finding and Holding a Job.</p>

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C. Finding a Job

I Want a Job.
Fill in the Blanks.
Forms in Your Life.
Forms in Your Future.
How to Write Yourself.
Application Forms.
Looking into the Future.
English of Adult Living.
More Fill in the Blanks.

WORLD OF WORK
Level 4
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p>	<p>Provide opportunity for students to copy sample letter requesting a copy of birth certificate from Bureau of Vital Statistics, Edmonton.</p> <p>Have student visit Social Security office and find out how to obtain a S.I.N.</p> <p>Have student fill in sample forms, noting the importance of neatness and accuracy.</p> <p>Have student prepare application forms for local work study program, fill in details and follow procedure in returning.</p>	<p>40 Letters to Write.</p> <p>Work Experience Education Handbook. High School Work Study Programs for the Retarded.</p>
<p>Writes letters of different types.</p>	<p>Have student write letters or postcards asking a favor or requesting information.</p> <p>Provide the opportunity for student to correspond with a pen pal.</p>	

WORLD OF WORK
Level 4
C. Finding a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to write letters of application.</p> <p>Identifies and locates community and government agencies that assist in job placement.</p> <p>States and explains services of community and government agencies.</p>	<p>Have student examine various types of letters to compare style, content and layout.</p> <p>Supply written letters with some important information missing. Have student spot the missing date, etc.</p> <p>Visit Canada Manpower office.</p> <p>Have student collect brochures and posters from Canada Manpower office.</p> <p>Compile list of services offered by community and government agencies.</p> <p>Have a class discussion: "How you would use the services if you wanted higher wages; new job is wanted".</p>	<p>Guide to the Community.</p>

WORLD OF WORK
Level 4
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Responsibility to Employer</u></p> <p>The student:</p> <p>Practises safety rules while on the job.</p>	<p>Have student write safety messages seen on posters at work, and compile list of safety words seen on job.</p> <p>Have a class discussion about examples of safety rules seen on job, examples of safety rules broken seen on the job.</p> <p>Have a class discussion about examples of safety, health regulations applied to specific jobs. Supply reasons for each regulation, e.g. food, construction.</p> <p>Review questions about compensation benefits.</p>	<p>Shop Safety.</p> <p>Occupational Health and Safety Regulations.</p> <p>Questions About Compensation Benefits Answered.</p>
<p><u>2. Knowledge of Work Habits</u></p> <p>The student:</p> <p>Practises responsible work habits on the job.</p>	<p>Have student recall good work habits demanded for work study. Use work study report card for specific items on work habits.</p>	<p>Work Experience Education Handbook.</p>

D. Keeping a Job

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WORLD OF WORK
Level 4
D. Keeping a Job

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to get along with people in a variety of situations, e.g. school, community, job.</p> <p>Demonstrates knowledge, awareness and acceptance of individual differences.</p>	<p>Have a class discussion about the student's responsibility in handling personal financial matters. See section on Money Management.</p> <p>Have student fill out income tax form and describe what to do with it.</p>	<p>Wages, Salaries and Paycheques.</p> <p>Getting A Job. Forms in Your Life. Math for Citizenship.</p>

WORLD OF WORK
Level 4
E. Worker's Rights

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of the concept of "dignity of labor".</p> <p>Demonstrates understanding of work legislation:</p> <ul style="list-style-type: none"> - social insurance - unemployment insurance - minimum wage - workers' compensation - board of industrial relations. <p>Demonstrates knowledge how to utilize community services related to worker's right, e.g. Human Rights Commission.</p>	<p>Emphasize that student should do all tasks, including those considered less attractive, given by the employer; discuss the value of each student's work in work study.</p> <p>Provide flexibility with work study to allow some students choice of jobs.</p> <p>Have a class discussion about "Why do we have work legislation?"</p> <p>Have student make a list of jobs that cannot be done by those under 18 years.</p>	<p>Getting a Job. Occupational Health and Safety. Regulations.</p> <p>Work Experience Education Manual.</p>

HOME MANAGEMENT
Level 4
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Care</u></p> <p>The student:</p> <p>Interprets washing, cleaning and care labels on articles of clothing.</p> <p>Demonstrates ability to do laundry.</p> <p><u>2. Selection</u></p> <p>The student:</p> <p>Chooses clothing appropriate for work or leisure.</p> <p>Chooses style, color and design appropriate to individual.</p> <p>Demonstrates ability to shop by use of catalogues.</p> <p><u>3. Construction</u></p> <p>The student:</p> <p>Selects appropriate pattern, materials and accessories.</p> <p>Recognizes and uses safety rules in using sewing machine.</p>	<p>Have student find particular articles in catalogue.</p> <p>Provide practice in actual situations with student's own garments.</p> <p>Have a class discussion about safety rules, using particular machines, e.g. cut thread with scissors, not teeth.</p>	<p>Clothing: The Visible Self.</p> <p>Clothing Care Series.</p> <p>All About Clothes.</p>

HOME MANAGEMENT
Level 4
A. Clothing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to use sewing tools and machines.</p> <p>Sews more complex garments.</p>	<p>Provide practice.</p>	

HOME MANAGEMENT
Level 4
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Shopping</u></p> <p>The student:</p> <p>Interprets information on dated perishables.</p> <p>Demonstrates ability to prepare shopping list and buy items at a reasonable cost.</p> <p>Distinguishes between convenience stores and supermarkets.</p> <p>Demonstrates increasing skill in recognizing false advertising.</p> <p><u>2. Preparation</u></p> <p>The student:</p> <p>Demonstrates ability to use kitchen facilities in preparing more complex meal.</p> <p>Demonstrates ability to clean kitchen area after using.</p> <p>Demonstrates ability to prepare menus for formal occasions.</p>	<p>Write out list in class, then have students go to the store and select the foods which would be most reasonable.</p> <p>Have student prepare food budget from newspaper ads.</p> <p>Bring visit to packaging plants, wholesale buyers.</p> <p>Have student write menus, actually plan and make a meal.</p>	<p>The Comparative Shopper.</p> <p>Exploring Foods.</p> <p>Food and You. Look and Cook. Food and Nutrition.</p> <p>Nutrition Series.</p>

HOME MANAGEMENT
Level 4
B. Food

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Prepares meals, including special dishes.</p> <p><u>3. Serving</u></p> <p>The student:</p> <p>Demonstrates ability to serve guests.</p> <p>Demonstrates appropriate etiquette in a variety of settings.</p> <p><u>4. Preserving</u></p> <p>The student:</p> <p>Demonstrates knowledge of proper food storage, short and long term, e.g. canning, pickling, freezing.</p> <p>Participates in various methods of home preserving.</p> <p><u>5. Production</u></p> <p>The student:</p> <p>Identifies methods of food production, e.g. gardening, farming, fishing.</p> <p>Assumes responsibility for chores related to food production, e.g. feeds chickens.</p>	<p>Have student plan and prepare a lunch at school and invite another class as guests.</p> <p>Visit a cannery if possible.</p> <p>Use a home economics room and carry out canning or pickling procedures.</p> <p>Have student make food lists, e.g. coming from gardens, farms, dairy, fishing.</p>	<p>Keeping Food Fit - Storing/Freezing.</p>

HOME MANAGEMENT

Level 4

C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Selection</u></p> <p>The student:</p> <p>Demonstrates ability to use newspapers and other advertising to find out what type of housing is available.</p> <p>Demonstrates knowledge of income assisted housing.</p> <p>Chooses house on basis of needs and budget.</p> <p>Recognizes and demonstrates responsibility related to taxes, neighbors, landlords, community.</p>	<p>Using magazines and newspapers have student prepare list on types of houses available, select type of house he wants.</p> <p>Invite speaker from various real estate agencies to discuss various types of housing in community and their costs.</p> <p>Invite speaker from credit firm to explain various plans.</p> <p>Have student plan a hypothetical budget for various types of families and wage earners and ask him to select housing in reference to that budget.</p> <p>Have student interview tenants and landlords. Have a class discussion on interpersonal relationships between neighbors.</p> <p>Invite guest speakers to talk about responsibility in terms of taxes, landlords, the community, etc.</p>	<p>Apartment Hunting series.</p> <p>Planning for Your Own Apartment.</p>

HOME MANAGEMENT
Level 4

C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>2. Furniture and Furnishings</u></p> <p>The student:</p> <p>Identifies harmony in color, texture and styles.</p> <p>Demonstrates ability to choose furniture for maximum efficiency, e.g. practicality, safety, beauty, cost.</p>	<p>Have student plan a color scheme for a bedroom, living room, etc.</p> <p>Have class collect and discuss pictures illustrating different color harmonies. Use colored slides in various color schemes in rooms.</p> <p>Have class study dwellings, furnishings and equipment that is needed to make a practical home.</p> <p>Suggest an income for a beginning family and have student determine the money allotted for furniture.</p>	<p>Exploring Homemaking and Personal Living.</p> <p>Inexpensive Apartment Decorating.</p>
<p><u>3. Care and Maintenance</u></p> <p>The student:</p> <p>Demonstrates efficient methods of performing daily household tasks.</p> <p>Demonstrates ability to take care of yard, fence, etc.</p>	<p>Assign each student specific tasks in classroom, school or home. If home economics room is available, use it for task analysis.</p> <p>Provide opportunity for student to learn extended yard maintenance, e.g. pick up garbage, trim bushes.</p>	

HOME MANAGEMENT

Level 4

C. Maintaining the Home

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Estimates cost of doing own work and compares with cost of hiring repairmen.</p> <p>Demonstrates increasing ability to do basic repairs and maintenance, e.g. fix small appliances, repair tap, painting.</p>		

HOME MANAGEMENT

Level 4

D. Child Care

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to show love, warmth and respect for children and infants.</p> <p>Demonstrates awareness of responsibilities of parenthood.</p> <p>Demonstrates knowledge of the development (physical and emotional) of the young child.</p> <p>Recognizes emotional and physical needs of children.</p>	<p>Have student help children in E.C.S. or day care centres.</p>	<p>The Family series.</p>

MONEY MANAGEMENT
Level 4
A. Earning Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of coins and bills in combination.</p> <p>Calculates money earned:</p> <ul style="list-style-type: none"> - gross/net pay - regular/overtime - weekly, monthly, annually. <p>Reads, interprets and demonstrates understanding of terms and figures on cheque stub, e.g. union dues, unemployment insurance, C.P.P.</p> <p>Demonstrates knowledge of sources of income other than wages, e.g. family allowance, welfare payments, unemployment insurance.</p> <p>Identifies factors that affect wages, e.g. training, time, danger, seasonal work.</p> <p>Identifies other media of exchange, e.g. cheques, credit cards.</p>	<p>Use role play of store using variety of coins and bills.</p> <p>Have student exchange equivalent amount for larger amounts up to \$20.00.</p> <p>Have student make pie charts (or similar graphic work) to show how deductions vary from one statement of income to another.</p>	<p>Money Math.</p> <p>Money Matters.</p> <p>Chequing Accounts, Cheques and Stubs. Wages or Salary or Paycheques.</p> <p>Getting Ready for Pay Day. Big Deal.</p> <p>Banking, Budgeting and Employment. The Bank Book. Math for Employment I and II. Math for Citizenship.</p>

MONEY MANAGEMENT

Level 4

B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Where to Buy</u></p> <p>The student:</p> <p>Compares and contrasts buying through different outlets, e.g. retail, wholesale, mail order.</p>		<p>Guide to the Community. Basic Skills Curriculum Guide.</p> <p>Math for Employment I and II.</p> <p>Planning Meals and Shopping.</p> <p>Swindle.</p> <p>Shopping Lists, Game II.</p> <p>Budget.</p> <p>Let's Go Shopping.</p>
<p><u>2. How to Buy</u></p> <p>The student:</p> <p>Calculates cost of different methods of payment.</p> <p>Estimates approximate value of goods to be purchased (see Computations section).</p> <p>Develops budget for household management, including groceries, clothing, utilities, etc.</p>	<p>Provide opportunity for student to examine C.O.D. bills and charge bills to see if interest has been added.</p> <p>Have student research and report on cost of using credit over cash.</p>	<p>Easy Money.</p> <p>Let's Go Shopping.</p> <p>Managing Your Money.</p> <p>Money Management.</p>

MONEY MANAGEMENT

Level 4

B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Explains what credit is.</p>	<p>Have student write list of personal needs that can be bought on credit.</p> <p>Have a class discussion about pros and cons of credit.</p> <p>Invite resource person to answer questions prepared by students or present anonymous case histories.</p> <p>Show films on credit use and abuse.</p>	<p>Math for Adult Living. Math for Family Living.</p> <p>Math for the Worker.</p> <p>How Money and Credit Help Us.</p> <p>Credit Buying series.</p>
<p>Calculates cost of credit.</p>	<p>Have a class discussion about examples of borrowing in the family, effects of borrowing on family members.</p> <p>Have student calculate payments due on a given loan period and equate this to given wages, or find out how to get this information.</p>	<p>Math for Banking.</p>
<p><u>3. What to Buy</u></p> <p>The student:</p> <p>Describes essential and non-essential goods and services for basic living needs.</p>	<p>Have students discuss what goods and services they could do without.</p> <p>Make a checklist of goods and services and have student rank these in order of importance to him.</p>	<p>Department Store Math. Budget.</p> <p>Monopoly. Market Math Dial.</p> <p>Easy Money. Budget.</p>

MONEY MANAGEMENT
Level 4
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Calculates personal budgets for different family sizes and over varying time periods for a casual worker, full time worker, unemployed worker.</p> <p>Explains what is meant by 'value for money'.</p> <p>Describes examples of misleading advertising on television, radio, newspaper.</p>	<p>List major items that should appear on a family budget, cover different time periods.</p> <p>Provide sample budgets and cost data and have student make appropriate decision as to what to buy.</p> <p>Use role play about family discussing needed cutbacks in personal spending after layoffs.</p> <p>Have student work out budget, weekly, monthly, yearly, with items clearly indicated.</p> <p>Have student calculate unit price from multiple prices, e.g. 3/79¢, and calculate savings, if any.</p> <p>Use television, radio and printed advertisements to have student detect examples of misleading advertising.</p> <p>Provide opportunity for student to watch appropriate television program.</p> <p>Have student compare prices of common items in local stores, catalogue, sales flyer, and record results.</p> <p>Have student examine yellow pages.</p>	<p>Planning Meals and Shopping. Managing Your Money.</p> <p>Dollars and Sense. Math for the Worker.</p> <p>Money Math. Pacemaker Practical Arithmetic Series.</p> <p>Consumer Education. Getting Down to Basics About Advertising.</p>

MONEY MANAGEMENT
Level 4
B. Spending Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of concept of warranty/ guarantee.</p> <p>Demonstrates ability to utilize Better Business Bureau and Consumer Protection groups.</p> <p>Pays bills on time.</p> <p><u>4. When to Buy</u></p> <p>The student:</p> <p>Demonstrates ability to use discriminatory tactics when purchasing.</p>	<p>Have student keep record of income, bills and payments made. See Money Management.</p>	<p>Consumer Education.</p>

MONEY MANAGEMENT

Level 4

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Explains in his own words why it is important to save.</p> <p>Names places where money can be saved.</p> <p>Explains how he would choose an appropriate banking service.</p> <p>Calculates how much savings are in his account.</p>	<p>Compile a poster to illustrate essential and non-essential services that we buy.</p> <p>Obtain parental approval to have student estimate cost of services for an initial home.</p> <p>Play game, "I would like to buy".</p> <p>Have student find out what services the bank offers, ask teller or bank manager.</p> <p>Have student locate safety deposit box and see how it is used.</p> <p>Visit banks to determine if all banks give the same type of services.</p> <p>Take field trips to banks to determine if there is a bus service, if it is conveniently situated (near home, work), if bank offers good service.</p> <p>Provide practice, using simulated bills, deposits, balance sheet, etc.</p> <p>Provide worksheet and have student perform simple calculations to determine interest on savings, e.g. 5%, .05 x amount.</p>	<p>Getting Ready for Pay Day, Book 2, Savings Account.</p> <p>Shopping Lists, Game II.</p> <p>Big Deal. Money Management.</p>

MONEY MANAGEMENT

Level 4

C. Saving and Borrowing

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to utilize banking services.</p> <p>Describes circumstances when borrowing is and is not appropriate.</p>	<p>Have student open chequing account, calculate service for, if any, and make an initial deposit.</p> <p>Provide sample case studies and have students decide if borrowing would be appropriate.</p>	<p>Math for Citizenship. Math for Adult Living. Math for Family Living. Math for the Worker.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 4

A. Fundamentals of Movement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates proficiency in most combinations of movements.</p>	<p>Provide opportunity for practice in most combinations of movements.</p>	

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 4

B. Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates a greater proficiency in games and sports (see level 3).</p> <p>Participates in recreational activities in school and community.</p>	<p>Use actual team and game situations for most sports.</p> <p>Provide opportunity for student to participate in intramural sports.</p> <p>Present recreational sports that students are likely to participate in after leaving educational system.</p> <p>Use community recreation and private sports facilities.</p>	<p>I Can Kits.</p> <p>ERCAPEP Physical Education Program - Secondary.</p>

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Level 4

C. Social Skills Related to Games and Activities

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates respect for other's property.</p> <p>Practises acceptable behavior.</p> <p>Practises sportsmanship in team games.</p> <p>Practises sportsmanship in individual activities.</p> <p>Demonstrates ability to budget time for active use of leisure time.</p>	<p>Have a class discussion about the use of leisure sports, activities, hobbies and facilities.</p> <p>Have student take part in leisure activities.</p>	

LEISURE/RECREATION SKILLS

Level 4

A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Cutting, Tearing, Fastening</u></p> <p>The student:</p> <p>Demonstrates increased ability to sew, lace, tie, pin and staple in making constructed items.</p> <p>Demonstrates increased ability to make mobiles using paper shapes.</p> <p>Demonstrates increased ability to make collages.</p> <p><u>2. Constructing</u></p> <p>The student:</p> <p>Builds imaginative toys from familiar materials.</p> <p><u>3. Drawing and Painting</u></p> <p>The student:</p> <p>Demonstrates a greater use of background detail.</p> <p><u>4. Modeling</u></p> <p>The student:</p> <p>Demonstrates increasing ability in using the slab method.</p> <p>Demonstrates increasing ability to do sculpture in clay or other media.</p>	<p>Have student make puppet stages and backdrops.</p> <p>Provide practice in drawing natural size objects.</p>	<p>Cardboard Carpentry Workshop. Corrugated Carton Crafting. The Further Adventures of Cardboard Carpentry.</p>

LEISURE/RECREATION SKILLS

Level 4

A. Art

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>5. Print Making</u></p> <p>The student:</p> <p>Demonstrates ability to print on two-dimensional shapes cut and torn from various kinds and colors of paper.</p> <p>Demonstrates ability to do silk screening.</p> <p><u>6. Weaving and Stitching</u></p> <p>The student:</p> <p>Cuts and pastes shapes on burlap and enriches with stitches.</p> <p>Weaves simple textured and vari-colored weaves on looms.</p> <p>Makes a simple bag or belt for own use.</p> <p>Makes a cooperative hanging for classroom.</p>		

LEISURE/RECREATION SKILLS

Level 4

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Listening</u></p> <p>The student:</p> <p>Develops increased ability to recognize tonal relationships.</p> <p>Increases his listening repertoire.</p> <p>Practises good listening habits while extending the length of time he listens to musical selections.</p> <p><u>2. Singing</u></p> <p>The student:</p> <p>Recognizes that the relative position of the notes in the staff indicates melodic direction.</p> <p>Demonstrates awareness of customs, people and heritage through songs.</p> <p>Performs individually, where appropriate.</p> <p><u>3. Playing</u></p> <p>The student:</p> <p>Demonstrates increased ability to play tonal patterns.</p>	<p>Whenever appropriate integrate the student into the regular music program.</p>	

LEISURE/RECREATION SKILLS

Level 4

B. Music

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates increased ability to read a music score.</p> <p>Demonstrates increased ability to play both rhythm and melody instruments.</p> <p><u>4. Rhythmic</u></p> <p>The student:</p> <p>Demonstrates ability to reproduce rhythmic patterns.</p> <p>Demonstrates ability to express simple rhythmic patterns in many ways.</p> <p>Expresses rhythm patterns in singing, playing and dancing.</p>		

LEISURE/RECREATION SKILLS

Level 4

C. Drama

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Continues to develop skills and techniques listed in level 3.</p> <p>Demonstrates ability to use senses as tool to develop a character.</p> <p>Demonstrates knowledge that his response to a presentation provides feedback to the players.</p> <p>Demonstrates increased skill in communicating ideas and feelings.</p> <p>Demonstrates increased skill in social interaction.</p> <p>Demonstrates increased personal responsibility.</p>	<p>Develop simple multisensory activities in dramatic situations.</p> <p>Provide a variety of audience experiences.</p>	

LEISURE/RECREATION SKILLS

Level 4

D. Crafts and Hobbies

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Engages in the following activities according to interests and abilities:</p> <ul style="list-style-type: none"> - gardening and plant care - fly tying - lapidary (work and clubs) - pet care - collections (stamps, cards, insects, etc.) - handicrafts. <p>NOTE: This is not intended to be an all inclusive list.</p>	<p>Provide opportunity for student to express own creative ability.</p>	<p>Recreation and Leisure Time Workbook. Starting Points.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

A. Home and Family

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Assumes roles and responsibilities, associated with being an independent adult.</p> <p>Makes decisions independently concerning the welfare of the family.</p> <p>Communicates cooperatively with agencies which affect the family unit.</p>	<p>Have a class discussion about major concepts.</p>	<p>Parenting.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

B. School

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies significant educational authorities by role.</p> <p>Assumes responsibility for personal and public property.</p> <p>Demonstrates respect for the personal property of others.</p> <p>Assumes a delegated position of authority in a responsible manner.</p>	<p>Assign students to positions of authority and have them work cooperatively on responsibilities of the position.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

C. Community and Country

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Participates in the community in a variety of roles.</p> <p>Identifies immediate neighboring countries.</p> <p>Explains the purpose and meaning of Canadian flag and anthem.</p> <p>States the roles of common federal helper agencies.</p> <p>Identifies common federal facilities and agencies, e.g. Department of Tourism.</p> <p>Locates and utilizes government services.</p> <p>Demonstrates awareness of cultural differences throughout the world, e.g. language, customs, currency.</p> <p>Demonstrates awareness of various levels of legislation.</p> <p>Demonstrates understanding of legal rights and responsibilities.</p>	<p>Take field trips to federal and provincial buildings.</p> <p>Invite guest speakers to class.</p>	<p>Working for Canadians.</p> <p>Working Together.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

D. Current Events

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Discusses major local, provincial, national news stories.</p>	<p>Have a class discussion about news stories.</p> <p>Have student give a verbal summary of a newscast.</p> <p>Take field trip to a radio station, television station, newspaper.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 Level 4
 E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>1. Ecology</u></p> <p>The student:</p> <p>Identifies the positive/negative effects of man's intervention in nature.</p> <p>Practises responsibility with regards to the natural environment.</p> <p>Demonstrates knowledge of reasons why fees are charged, e.g. park fees, license fees.</p>	<p>Invite resource persons such as park wardens, Parks and Wildlife representative to speak to class.</p> <p>Have students set up a model NO TRACE camp in a nearby park, complete with tent, cooking equipment, etc.</p> <p>Have them dismantle the site without a trace of their having been there at all (no cut branches, no fire marks, no litter, no tent peg holes, etc.).</p> <p>Have students prepare a "checklist" of do's and don't's for a family holiday trip.</p> <p>Have class study provincial and federal park regulations which are available from the respective governmental agencies. Have students write letters requesting these publications.</p>	<p>Town or City By-Laws. Government Environmental Resource Materials Guide.</p> <p>Parks Canada Catalogue. Alberta Recreation, Parks and Wildlife Pamphlets.</p>
<p><u>2. Natural Phenomena</u></p> <p>The student:</p> <p>Demonstrates understanding of natural disasters, e.g. tornado.</p>		

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 Level 4
 E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of long term effects of weather, e.g. dry summer-poor crop.</p> <p><u>3. Energy</u></p> <p>The student:</p> <p>States advantages/disadvantages of various energy sources.</p> <p>Demonstrates knowledge of non-renewable resources.</p> <p>Demonstrates responsibility in making energy-consumption decisions.</p> <p><u>4. Pollution</u></p> <p>The student:</p> <p>Demonstrates correct disposal methods, e.g. napkins, dish water.</p> <p>Recognizes his right to speak out if he sees an environmental offence that affects his enjoyment of nature or his health, e.g. smoking.</p>	<p>Have a class discussion about advantages of carpools, public transit, etc.</p> <p>Arrange a camping trip of an overnight duration to practise many of these principles. Involve a few parents.</p>	<p>Living Well in Times of Scarcity.</p> <p>Water Pollution: A Citizen's Handbook.</p>

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of the regulations in existence to protect the environment.</p> <p>States fines that can be levied for littering, illegal dumping, improper weed control, etc.</p> <p>Examines one field of work that is carried out in the natural setting, e.g. landscape worker, tree nursery worker, lumber or forestry worker.</p>	<p>Have student examine city by-laws governing noise, weed control, waste disposal and apply to his specific life situation.</p> <p>Have students tour an industry that has been under public pressure to up-grade anti-pollution devices; or an industry which has a fine reputation as environmentally aware to examine the measures that are taken to prevent or reduce impact.</p> <p>Have student register as member of the C.Y.H.A. and learn the procedures that are followed when using those facilities.</p> <p>Show films from the National Film Board dealing with the topic of career exploration and choice.</p> <p>Take field trip to industries relating to the environmental field to expose the student to real life situations.</p> <p>Arrange a career day/week and invite visitors to come into the school to talk about their jobs and to answer questions on the spot.</p>	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY
 Level 4
 E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates knowledge of environmental service industries.</p> <p>Demonstrates knowledge of responsibilities involved with car ownership.</p>	<p>Have student locate in the Dictionary of Occupations the environmental health hazards inherent in various jobs, e.g. mining - black-lung.</p> <p>Provide opportunity for students to learn a basic set of consumer skills related to proper car maintenance, e.g. work experience relationship with a neighborhood service station.</p> <p>Have a class discussion about:</p> <ul style="list-style-type: none"> - pollution from gasoline exhaust through poor emission controls or carburetor maladjustment - noise pollution from by-passed muffler - damage to the environment from off-road driving - excessive fuel consumption from too high speed - carbon monoxide poisoning. 	

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Level 4

E. Environmental Education

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p><u>5. Conservation</u></p> <p>The student:</p> <p>Practises various methods of conservation, e.g. recycling paper.</p> <p>Demonstrates knowledge of reasons for conservation, e.g. cost.</p>	<p>During industrial education program have student practise small engine repair and maintenance.</p> <p>Invite the school caretaker to instruct the student in proper use of the lawnmower.</p>	
<p><u>6. Safety</u></p> <p>The student:</p> <p>Demonstrates competency and safety in the performance of several out-of-doors activities about the home, e.g. use of the lawn mower, care a and use of a rototiller, proper use of a step or extension ladder.</p> <p>Demonstrates ability to practise survival methods.</p> <p>Practises water safety, e.g. swimming and boating.</p> <p>Demonstrates knowledge of possible dangers of various terrains.</p>	<p>Have a discussion about risks involved in travel on frozen lakes, icy roads, etc.</p>	



APPENDIX A
OVERVIEW

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS</p> <p>A. <u>Knowledge of Self</u></p> <p>1. <u>Personal Characteristics/Self Identification</u></p> <p>The student:</p> <p>States/writes full name, age, full address, telephone number. P. 1</p> <p>States name of school, names of family members. P. 1</p> <p>Identifies:</p> <ul style="list-style-type: none"> - self in photograph - others by sight or in photograph - boys and girls by name - property by appropriate labels. P. 1 <p>Identifies:</p> <ul style="list-style-type: none"> - some areas of strength (things he can do well) - some areas of interest. P. 1 	<p>The student:</p> <p>States/writes:</p> <ul style="list-style-type: none"> - locality, province, ethnic background - ages of family members - birthdate - classroom number. P. 66 <p>Identifies, demonstrates or describes:</p> <ul style="list-style-type: none"> - some interests or preferences - abilities or talents (sports, arts, cooking) - physical limitations (poor vision, lack of strength). P. 66 <p>Distinguishes between fantasy and reality; indicates what is real, what might be real, what cannot be real in stories and in other media, and defends his answer. P. 66</p>	<p>The student:</p> <p>Identifies, extended family relationships. P. 129</p> <p>Identifies self from descriptions by others with regard to physical characteristics and behavioral characteristics. P. 129</p> <p>Identifies or describes:</p> <ul style="list-style-type: none"> - increasing number of interests or preferences - abilities or talents - physical limitations. P. 129 <p>Recognizes ways in which people vary in areas of strength, weakness, interests. P. 129</p> <p>Distinguishes between fantasy and reality with regard to aspirations, planning for a variety of vocations. P. 129</p>	<p>The student:</p> <p>Identifies the need and function of self-identifying information, e.g. student I.D. card, social insurance number, birth certificate. P. 217</p> <p>Relates personal interests, abilities, limitations to selection of vocational and avocational activities. P. 217</p> <p>Selects two or more areas for work study/experience which are consistent with interests, abilities, limitations. P. 217</p> <p>Describes the type of person he would like to be and indicates ways in which he can achieve this, e.g. grooming, study, being more considerate. P. 217</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>2. <u>Physical Self</u></p> <p>Identifies the five senses (vision, hearing, taste, touch, smell) and indicates body part involved. P. 2</p> <p>Recognizes sex differences between male and female. P. 2</p> <p>Begins to develop body image; identifies body parts and use. P. 2</p>	<p>The student:</p> <p>Interprets and categorizes "visual image"</p> <ul style="list-style-type: none"> - visual image - sounds - tastes - smells - tactile experiences (color, shape, texture, intensity, flavor). P. 66 <p>Identifies sex differences between males and females, including appropriate identification of primary and secondary sexual characteristics. P. 67</p> <p>Recognizes concepts related to growth and development: age, height, weight, strength, increasing knowledge and skills. P. 67</p> <p>Identifies physical differences among people; knows how he is the same and different from others. P. 67</p> <p>Describes physical characteristics (including facial features) of self and others. P. 67</p>	<p>The student:</p> <p>Interprets and categorizes "sensory input" with increasing ability. P. 130</p> <p>Identifies physical sex changes and feelings arising from awareness of sexuality. P. 130</p> <p>Identifies physical changes resulting from growth and development, and demonstrates awareness of their universality, e.g. height, weight, body hair, voice change. P. 130</p> <p>Identifies the effect of physical differences, e.g. size and strength. P. 130</p> <p>Indicates which physical characteristics can/cannot be changed, e.g. hair color, eye color. P. 130</p>	<p>The student:</p> <p>States and discusses educational and personal characteristics required for a variety of vocations. P. 218</p> <p>Identifies those vocations for which he will have the appropriate characteristics. P. 218</p> <p>Demonstrates knowledge of:</p> <ul style="list-style-type: none"> - intercourse - pregnancy - birth control - birth - venereal disease - gonorrhea - and community services relating to these. P. 218 <p>Demonstrates understanding of current sexual slang. P. 218</p> <p>Identifies the effect of physical handicaps or disorders (selection of activities, self-concept) on self and on others. P. 219</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Measures height and weight. P. 2</p> <p>Practises sex-appropriate behavior:</p> <ul style="list-style-type: none"> - knows sex - distinguishes sex by names and appearances - is independent and appropriate in toileting - maintains and respects privacy - does not stimulate self in public. P. 2 <p>3. <u>Emotional Self</u></p> <p>Identifies specific emotions in self and others (happy, sad, angry, fearful, left out) from facial expression, posture, verbalizations. P. 3</p> <p>Identifies emotions from a variety of stimuli, e.g. pictures, stories, pantomime. P. 3</p> <p>Recognizes that people can make each other happy or sad by things they say or do. P. 3</p> <p>Indicates when he is feeling uncomfortable. P. 3</p> <p>Practises simple relaxation techniques. P. 3</p>	<p>The student:</p> <p>Identifies and explains the relationship between age/size, height/weight. P. 67</p> <p>Identifies specific emotions in self and others: excited, nervous, happy, sad, angry, fearful. P. 67</p> <p>Identifies emotions from a variety of stimuli. P. 67</p> <p>Identifies causes of emotions. P. 68</p> <p>Identifies consequences of emotional reactions; recognizes signs of stress in self and others. P. 68</p> <p>With guidance, practises relaxation techniques. P. 68</p>	<p>The student:</p> <p>Identifies increasing number of emotions in self and others with increasing skill; recognizes mixed emotions or changing emotions. P. 131</p> <p>Distinguishes between degrees of emotion, e.g. pleasant-ecstatic. P. 131</p> <p>Demonstrates increasing awareness of causes of emotional reactions. P. 131</p> <p>Recognizes the relationship between emotion and behavior. P. 132</p> <p>Recognizes and categorizes the cause of stress in self and others, e.g. threat, conflict, frustration. P. 133</p>	<p>The student:</p> <p>Behaves in an age-appropriate manner with respect to sexual behavior. P. 131</p> <p>Practises appropriate public sexual behavior, e.g. discriminatory restraint, regard for setting. P. 218</p> <p>Identifies and demonstrates ways of improving personal appearance, e.g. grooming, exercise, diet, clothing selection. P. 219</p> <p>Identifies an increasing number of emotions in self and others. P. 219</p> <p>Demonstrates increasing awareness of mixed and changing emotions and moods; articulates emotional states with accuracy. P. 220</p> <p>Predicts emotional reaction of self and others in a given situation. P. 220</p> <p>Recognizes that emotional states vary with the individual and circumstances. P. 220</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Expresses emotions appropriately with respect to situation. P. 4</p> <p>Controls emotional reaction to stressful situations (criticism and blame, friendly teasing). P. 4</p> <p>B. <u>Social Relationships</u></p> <p>1. <u>Needs and Motivations</u></p> <p>Demonstrates knowledge of the basic physical needs. P. 5</p>	<p>The student:</p> <p>Recognizes relationship between stress and physical symptoms. P. 69</p> <p>Recognizes and states causes of stress, both physical and psychological. P. 69</p> <p>Expresses emotions appropriately:</p> <ul style="list-style-type: none"> - in a variety of situations - with varying intensity - with regard to the relationship. P. 69 <p>Utilizes appropriate verbal or physical behavior instead of aggressive acts in response to provoking situations. P. 69</p> <p>Recognizes how a stressful situation could have been avoided or handled more appropriately. P. 69</p> <p>Distinguishes between needs and wants. P. 70</p> <p>Places basic needs in priority in given situation. P. 70</p>	<p>The student:</p> <p>Demonstrates increased coping strategies in controlling emotions in a variety of settings:</p> <ul style="list-style-type: none"> - handling positive and negative feelings - handling ambivalent feelings. P. 133 <p>Identifies and discusses appropriate ways of dealing with stress. P. 133</p> <p>Identifies and discusses appropriate ways of dealing with stress. P. 133</p> <p>Demonstrates increased skill in expressing emotions appropriately with regard to:</p> <ul style="list-style-type: none"> - situation - intensity - relationship. P. 133 <p>Recognizes and avoids potentially provoking situations in familiar surroundings. P. 133</p> <p>Identifies human needs which are physical and those which are emotional. P. 139</p> <p>Distinguishes between long and short term goals. P. 134</p>	<p>The student:</p> <p>Identifies and discusses ways in which some stress is beneficial rather than harmful, e.g. pressure to complete a task. P. 221</p> <p>Practises coping with stress in a number of ways. P. 220</p> <p>Expresses and controls emotions appropriately in a variety of settings. P. 221</p> <p>Demonstrates increasing skill in recognizing and avoiding potentially provoking situations, including unfamiliar situations. P. 221</p> <p>Categorizes needs in immediate and importance. P. 222</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Identifies who provides these basic needs for him. P. 5</p> <p>Identifies situations in which people need help or protection (ill, hurt, lost) in real or fantasy situations. P. 5</p> <p>Identifies sources of help for specific problem situations, e.g. cut finger, lost mitten. P. 6</p> <p>2. <u>Factors Affecting Relationships</u></p> <p>Categorizes familiar and unfamiliar people in terms of age and role. P. 6</p>	<p>The student:</p> <p>Identifies basic needs of safety, belonging and acceptance in addition to physical needs. P. 70</p> <p>Identifies how basic needs can be provided for. P. 70</p> <p>Recognizes the relationship between behavior and needs or motives. P. 70</p> <p>Identifies an increasing number of situations in which people need help, e.g. when feeling alone, left out, rejected. P. 70</p> <p>Identifies sources of help including family, school, community, health and mental health personnel. P. 71</p>	<p>The student:</p> <p>Sets personal goals. P. 134</p> <p>Identifies personal needs existing at the present, e.g. independence, competence, acceptance, protection. P. 134</p> <p>Identifies ways in which personal needs can be met:</p> <ul style="list-style-type: none"> - by himself - by others. P. 134 <p>Identifies ways in which he can meet the needs of others. P. 134</p> <p>Recognizes situations in which the needs of self and others may come in conflict. P. 134</p> <p>Identifies ways of coping with conflict situations. P. 135</p>	<p>The student:</p> <p>Identifies personal needs which may exist in the future or in unfamiliar situations. P. 222</p> <p>Recognizes clues to moods and attitudes of those being asked for assistance. P. 222</p> <p>Identifies ways in which predicted needs can be met by himself or others. P. 222</p> <p>Identifies situations in which satisfaction of personal needs must be delayed or foregone because of the needs of others. P. 222</p> <p>Identifies when two personal needs may be in conflict, and suggests appropriate resolution of the conflict. P. 222</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Given a situation, indicates appropriate responses including respect, protection, cooperation and sharing, to persons of varying ages and status, e.g. baby, peer, adult. P. 71</p> <p>Given a situation, indicates appropriate responses to persons of varying roles, e.g. sibling, classmate, stranger-child, stranger-adult. P. 71</p> <p>States/lists ways in which boys and girls are similar/dissimilar, e.g. interests, activities, behaviors, expression of emotions. P. 72</p> <p>Categorizes familiar people in terms of familiarity, e.g. family, friend, acquaintance, teacher. P. 6</p> <p>Distinguishes girls from boys in a variety of ways, e.g. name, appearance, pictures. P. 6</p> <p>3. <u>Handling Social Interaction</u></p> <p>1. <u>Expressive Communication Skills</u></p> <p>Communicates in a number of ways: gestures, speaking, writing, facial expressions. P. 6</p>	<p>The student:</p> <p>Given a situation, indicates appropriate responses including respect, protection, cooperation and sharing, to persons of varying ages and status, e.g. baby, peer, adult. P. 71</p> <p>Given a situation, indicates appropriate responses to persons of varying roles, e.g. sibling, classmate, stranger-child, stranger-adult. P. 71</p> <p>States/lists ways in which boys and girls are similar/dissimilar, e.g. interests, activities, behaviors, expression of emotions. P. 72</p> <p>Communicates the same message in two or more different modes. P. 72</p>	<p>The student:</p> <p>Recognizes that age and status differences affect the ways in which people related to one another; indicates how age and status differences affect:</p> <ul style="list-style-type: none"> - child to adult relationships - child to child relationships - adult to adult relationships - boy/girl relationships. P. 135 <p>Recognizes that the degree of intimacy affects the ways in which people related to one another and indicates these. P. 135</p> <p>Recognizes that sex affects the ways in which people relate to one another and indicates these. P. 135</p> <p>Categorizes behaviors, attitudes, interests as "masculine" and/or "feminine". P. 136</p> <p>Demonstrates increasing skill in using different communication modes. P. 136</p>	<p>LEVEL 4</p> <p>The student:</p> <p>Recognizes:</p> <ul style="list-style-type: none"> - that children need experience - that adults are expected to be independent and responsible. P. 223 <p>Recognizes that roles can change from time to time and from situation to situation, even when people are involved in the same. P. 223</p> <p>Recognizes:</p> <ul style="list-style-type: none"> - that roles associated with a given sex are changing - there are expectations associated with sex roles and violations of these may meet with disapprobation. P. 223 <p>Demonstrates increasing skill in using communication modes. P. 224</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Communicates with others in a socially acceptable way:</p> <ul style="list-style-type: none"> - taking turns - getting attention before speaking - showing courtesy when another is speaking. P. 7 <p>Obtains information from others by asking appropriate questions. P. 7</p> <p>Responds to questions of others: gives information when asked. P. 7</p> <p>Communicates basic feelings to others, e.g. happy, sad, hurt. P. 7</p>	<p>The student:</p> <p>States/lists advantages and disadvantages of different types of communication. P. 72</p> <p>Identifies situations in which a specific type of communication is appropriate. P. 72</p> <p>Communicates effectively with others in socially appropriate ways:</p> <ul style="list-style-type: none"> - extending and receiving greetings - giving and accepting compliments - apologizing for breaches of social conduct. P. 72 <p>Identifies some blocks to communication, e.g. interrupting, blaming, irrelevant comments. P. 73</p> <p>Communicates a wider range of feelings to others. P. 73</p>	<p>The student:</p> <p>States/lists advantages and disadvantages of different types of communication; identifies situations in which a specific type of communication is appropriate. P. 137</p> <p>Demonstrates some proficiency in more formal types of communication: debate, discussion, meetings, interviews. P. 137</p> <p>Communicates effectively with others. P. 137</p> <p>Identifies a wider number of blocks to communication, e.g. putting down, dominating, judging, plus those in Level 2. P. 137</p> <p>With increasing accuracy ascertains whether the message he is trying to communicate is understood. P. 137</p> <p>Communicates:</p> <ul style="list-style-type: none"> - a wide range of feelings with increasing accuracy - mixed or ambivalent feelings. P. 138 	<p>The student:</p> <p>States/lists advantages and disadvantages of different types of communication. P. 224</p> <p>Identifies situations in which a specific type of communication is appropriate. P. 224</p> <p>Communicates effectively with others in a wide variety of settings. P. 224</p> <p>Identifies a wider number of blocks to communication, e.g. confronting, interpreting, advising. P. 224</p> <p>With increasing accuracy ascertains whether the message he is trying to communicate is understood. P. 225</p> <p>Communicates a wide range of feelings with increasing accuracy, including mixed or ambivalent feelings. P. 225</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>b. <u>Receptive Communication Skills</u></p> <p>The student:</p> <p>Responds to both oral and gestural communication. P. 7</p> <p>Follows simple oral directions. P. 7</p> <p>Demonstrates good listening skills. P. 7</p> <p>Identifies when another person is attending/listening. P. 7</p> <p>c. <u>Problem Solving and Decision Making</u></p> <p>Makes personal decisions in the classroom. P. 8</p> <p>Participates in decision-making process. P. 8</p>	<p>The student:</p> <p>Demonstrates comprehension of a simple activity by:</p> <ul style="list-style-type: none"> - describing it - identifying the main idea - paraphrasing - answering question. P. 73 <p>Demonstrates good listening skills. P. 7</p> <p>Identifies behaviors which show when a person is/is not listening or attending. P. 74</p> <p>Identifies what information is needed prior to making a decision. P. 75</p> <p>Given the steps to problem solving, demonstrates understanding of the process by solving problem. P. 74</p>	<p>The student:</p> <p>Demonstrates use of different types of listening for different purposes: passive, appreciative, attentive, analytical. P. 138</p> <p>Listens/attends to increasingly complex instructions with comprehension. P. 138</p> <p>Separates fact and opinion. P. 139</p> <p>Identifies feelings of speaker. P. 139</p> <p>Lists behavior which indicates feelings of speaker. P. 139</p> <p>Demonstrates understanding of the terms:</p> <ul style="list-style-type: none"> - problem - decision - consequences - solution. P. 139 <p>Applies the steps of problem solving to new and personal experiences with minimal supervision. P. 139</p>	<p>The student:</p> <p>Demonstrates understanding how the use of gestures, asides, satire, voice inflection affects meaning, e.g., bias, prejudice, propaganda. P. 225</p> <p>Becomes a more effective listener by "checking out" what the speaker is saying, both affective content and information. P. 226</p> <p>Applies steps in problem solving to new and personal experiences or situations. P. 226</p>

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Identifies a problem situation and suggests possible solution to the problem. P. 8</p> <p>Recognizes possible consequences of decisions. P. 8</p> <p>Participates in conflict management strategies, e.g. taking turns, apologizing, soliciting interventions, sharing. P. 9</p> <p>Demonstrates decreasing use of inappropriate conflict management techniques: violence, tattling, flight, etc. P. 9</p>	<p>The student:</p> <p>Demonstrates an initial awareness of how problems are caused, e.g. factors relating to problem. P. 74</p> <p>Demonstrates increased awareness of possible consequences of decisions. P. 74</p> <p>Identifies conflict situations. P. 75</p> <p>Applies a variety of conflict management techniques under the direction of the teacher. P. 75</p> <p>Identifies conflict management techniques which are inappropriate. P. 75</p>	<p>The student:</p> <p>Demonstrates an increased awareness of how problems are caused. P. 139</p> <p>Demonstrates ability to evaluate most appropriate solution. P. 139</p> <p>Demonstrates increased awareness of possible consequences of decisions. P. 139</p> <p>Recognizes:</p> <ul style="list-style-type: none"> - choice-points in personal life - the fact that a decision has to be made - that accurate and complete information base aids in appropriate decision making. P. 140 <p>Demonstrates increasing ability to:</p> <ul style="list-style-type: none"> - identify conflict situations - apply constructive conflict management techniques with increasing independence: compromising, threat-free explanation, distracting, abandoning, exaggerating, humor. P. 140 	<p>The student:</p> <p>Demonstrates knowledge of how potential problem situations can be avoided. P. 226</p> <p>Makes decisions in an appropriate manner:</p> <ul style="list-style-type: none"> - obtaining available information - weighing alternatives - evaluating possible consequences. P. 226 <p>Applies conflict management strategies to new and personal experiences and situations; articulates the strategy being used. P. 227</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>4. <u>Rules and Routines</u></p> <p>The student:</p> <p>When given a situation at home or at school states the expected behavior: sharing, consideration, respect, cooperation, good manners. P. 9</p> <p>Follows simple rules in the classroom and on playground. P. 9</p> <p>Identifies inappropriate behavior in familiar situations. P. 10</p> <p>Identifies consequences of breaking rules. P. 75</p> <p>Identifies the consequences of breaking simple familiar rules at home and school. P. 10</p> <p>Demonstrates understanding that routines and rules made by the group may be modified, depending on the situation, e.g. rules for games. P. 10</p> <p>Identifies rules which cannot be changed and routines which can be modified. P. 10</p>	<p>The student:</p> <p>Identifies school rules and recognizes breaking of rules. P. 75</p> <p>Follows rules of appropriate behavior in school and on the playground. P. 75</p> <p>Identifies situations which require the establishment of routines or rules in school or on the playground. P. 76</p> <p>Identifies the need for routines and rules (order, protection, equality). P. 76</p>	<p>The student:</p> <p>Identifies rules of behavior in a variety of familiar situations, e.g. field trips, parties, sports activities. P. 141</p> <p>Follows rules of appropriate behavior in a variety of situations. P. 141</p> <p>Formulates routines/rules for familiar situations and identifies consequences. P. 141</p> <p>Identifies ways in which rules made by others may be modified, e.g. voting. P. 141</p> <p>Identifies the need for rules, even when consequences are not automatic. P. 141</p>	<p>The student:</p> <p>Identifies probable rules in a number of unfamiliar situations, e.g. on the job, public facility. P. 227</p> <p>Follows rules of appropriate behavior in a variety of unfamiliar settings. P. 227</p> <p>Identifies the potential consequences of breaking rules in a variety of unfamiliar situations. P. 227</p> <p>Formulates rules for unfamiliar situations, and identifies consequences. P. 228</p> <p>Recognizes the need to abide by rules even when not agreeing with them. P. 228</p>

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>5. <u>Social Roles</u></p> <p>The student:</p> <p>Identifies roles associated with the family. P. 10</p> <p>States some characteristics of these roles, e.g. mother, father, sister. P. 10</p> <p>Identifies leaders within the classroom/playground. P. 11</p> <p>Recognizes the authority and responsibilities associated with the parental role. P. 11</p>	<p>The student:</p> <p>Identifies roles associated with the school and enumerates some of the characteristics of these roles. P. 76</p> <p>Recognizes the commonalities when different people assume the same role, e.g. teacher, friend, student, nurse. P. 76</p> <p>Assumes leader roles:</p> <ul style="list-style-type: none"> - in the classroom/playground - with peers in structures situations (games, classroom activities). P. 76 <p>Demonstrates initial recognition that roles may involve rights and privileges, duties and obligations. P. 76</p>	<p>The student:</p> <p>Identifies roles associated with the community. P. 141</p> <p>States/lists some of the characteristics of these roles, e.g. adult, child, girl-friend, customer, various work-related roles. P. 141</p> <p>Recognizes the difference between official and unofficial roles, e.g. president vs. friend. P. 142</p> <p>Recognizes that a given person may assume several roles at the same time, e.g. student, cub leader, child. P. 142</p>	<p>The student:</p> <p>Identifies roles in unfamiliar and broad situations. P. 228</p> <p>Ascribes probable characteristics to these roles, e.g. boss, sex roles, employee. P. 228</p> <p>Recognizes that although roles have commonality, personal interpretations are possible, e.g. similarities and differences between teachers, mothers. P. 228</p> <p>Recognizes that a person must assume different roles at different times in his life, e.g. child, parent, student, employee. P. 229</p> <p>Recognizes that conflict may arise when people behave in ways not consistent with other's role expectations, e.g. parents who abandon children, ministers who swear. P. 228</p>

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>6. <u>Values and Social Expectations</u></p> <p>The student:</p> <p>Identifies cultural differences of people in the classroom or immediate community, e.g. different families, costume, food, language. P. 11</p> <p>Recognizes some basic values, e.g. honesty, kindness, cleanliness. P. 11</p>	<p>The student:</p> <p>Demonstrates initial awareness of differences in culture. P. 77</p> <p>Recognizes basic societal values: honesty, kindness, helpfulness, cleanliness, cooperation, courtesy. P. 77</p> <p>Given examples or situations, indicates the behavior which best illustrates a given value. P. 77</p>	<p>The student:</p> <p>Demonstrates understanding of the relationship between social customs and values. P. 143</p> <p>Determines a person's values from his goals, interests, attitudes, feelings, activities, problems, aspirations, beliefs. P. 143</p> <p>Demonstrates increasing awareness of personal values by stating what he would do in a given situation, and explaining why. P. 143</p> <p>Recognizes some alternative behaviors which others might engage in the same situation, e.g. have a date but no money. P. 143</p> <p>Demonstrates the need for protection of self and property. P. 144</p> <p>States simple rules and recognizes the breaking of these, e.g. golden rule, school class rules, rules for games (see Rules and Routines). P. 143</p>	<p>The student:</p> <p>Recognizes that values and social customs vary with culture. P. 229</p> <p>Recognizes that a custom or value appropriate in one setting may not be so in another, e.g. Hutterite vs. an ordinary farmer. P. 229</p> <p>Relates personal values to those of society. P. 229</p> <p>Demonstrates understanding of how group opinion affects personal value system. P. 229</p> <p>Recognizes when personal and societal values come in conflict and attempts to resolve and conflict. P. 230</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Recognizes violation of basic societal values: loyalty, respect, acceptance, freedom, equality, empathy, responsibility, interdependence, individuality. P. 77</p>	<p>The student:</p> <p>Recognizes violation of basic societal values: loyalty, respect, acceptance, freedom, equality, empathy, responsibility, interdependence, individuality. P. 77</p>	<p>The student:</p> <p>Demonstrates some understanding of the relationship between moral values and laws, e.g. justice, freedom, equality, responsibility, honesty. P. 144</p>	<p>The student:</p> <p>Recognizes the prevalent moral structure in the society and articulates instances of it. P. 230</p> <p>Demonstrates understanding of the concepts of human rights, e.g. dignity and equality. P. 230</p>
<p>TRAVEL</p> <p>A. <u>Ways to Travel</u></p> <p>Identifies ways people can travel: walk, bicycle, school bus, private and public transportation. P. 12</p> <p>Identifies basic traffic signs. P. 12</p> <p>Recognizes school patrols and follows directions. P. 12</p> <p>Travels independently in neighborhood (walking). P. 12</p> <p>B. <u>Travel Skills</u></p> <p>Recognizes and demonstrates understanding of the danger of accepting rides from strangers. P. 13</p> <p>Follows simple directions. P. 13</p> <p>Recognizes traffic signs and symbols. P. 13</p>	<p>States the advantages and disadvantages of various modes of travel: walking, bicycle, bus, train, plane. P. 78</p> <p>Identifies and demonstrates understanding of a broader range of safety and traffic rules. P. 78</p> <p>Travels independently in community, e.g. walking, bicycle riding, bus. P. 78</p> <p>Follows written and verbal directions. P. 79</p> <p>Obeys traffic signs and rules. P. 79</p>	<p>States the advantages and disadvantages of a broader range of modes of travel, e.g. walking, cars, bicycles, trains. P. 145</p> <p>Identifies and demonstrates understanding of an increased range of safety and traffic laws, including highway and civic laws for vehicles. P. 145</p> <p>Travels independently beyond the community. P. 145</p>	<p>Demonstrates understanding of a full range of regular safety and traffic rules, laws. P. 231</p> <p>Participates in driver training (where appropriate). P. 231</p>

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Recognizes landmarks in school and neighborhood. P. 13</p> <p>Recognizes simple maps. P. 13</p> <p>Tells time to the hour. P. 13</p>	<p>The student:</p> <p>Recognizes landmarks in wider community. P. 79</p> <p>Uses simple maps. P. 79</p> <p>Reads time to the half-hour. P. 79</p> <p>Identifies alternate routes to familiar destinations. P. 79</p> <p>Demonstrates appropriate behavior in various forms of travel. P. 13</p> <p>States where to go for help if lost. P. 13</p>	<p>The student:</p> <p>Demonstrates ability to use a variety of maps. P. 146</p> <p>Demonstrates knowledge of map symbols. P. 146</p> <p>Identifies alternate routes to unfamiliar places. P. 146</p> <p>With assistance, reads and uses a variety of transportation schedules. P. 146</p> <p>Plans trip itinerary. P. 146</p> <p>Demonstrates appropriate behavior and knowledge of rules. P. 146</p> <p>Identifies agencies that help travellers, e.g. A.M.A., R.C.M.P., local police. P. 146</p> <p>Performs basic maintenance practices on personal vehicles: tire pressure, tire changes, grease and oil. P. 146</p>	<p>The student:</p> <p>Reads and uses a variety of transportation schedules. P. 232</p> <p>Travels independently beyond community, e.g. arranges accommodation, transportation, meals. P. 232</p> <p>Travels independently beyond the city or town. P. 232</p> <p>Demonstrates ability to use agencies that help travellers, e.g. A.M.A., R.C.M.P. P. 232</p> <p>Performs basic maintenance for vehicles, including automobile. P. 232</p>

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>HEALTH</p> <p>A. <u>Nutrition</u></p> <p>The student:</p> <p>Identifies a variety of food and sources from which they came. P. 14</p> <p>Classifies foods according to fruits and vegetables and describes food in relation to color, shape, smell and taste. P. 14</p> <p>Identifies junkfood to avoid between meals. P. 14</p>	<p>The student:</p> <p>Identifies the four basic food groups. P. 80</p> <p>Classifies food into correct food groups. P. 80</p> <p>Demonstrates knowledge that the body needs food for growth and for energy at work and play. P. 80</p> <p>States Canada Food Rules. P. 80</p> <p>Recognizes ways by which a family works together to provide good nutrition. P. 80</p> <p>Recognizes the relationship between good eating habits and growth and development. P. 81</p>	<p>The student:</p> <p>Demonstrates expanded knowledge of the four basic food groups and role of nutrients for growth, health and energy. P. 147</p> <p>Identifies foods that are not healthful (junkfood). P. 147</p> <p>Recognizes that coffee, tea, tobacco and alcoholic beverages are not healthful. P. 147</p> <p>States/lists ways of selecting proper food. P. 147</p> <p>States the importance of a balanced diet. P. 147</p> <p>Practises good nutrition. P. 147</p>	<p>The student:</p> <p>Demonstrates ability to select nutritious food for a well balanced diet. P. 233</p> <p>Plans and prepares low cost nutritious diet. P. 233</p>

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Lists rules for good eating. P. 15</p> <p>Practises cleanliness in food preparation. P. 15</p>	<p>The student:</p> <p>Recognizes importance of hygienic practices in food preparation, etc. P. 81</p>	<p>The student:</p> <p>Identifies symptoms of nutritional deficiencies. P. 147</p> <p>States the dangers of unsupervised dieting. P. 147</p> <p>Explains importance of hygienic practices in food preparation, etc. P. 147</p> <p>Demonstrates knowledge that eating places must meet health standards. P. 148</p>	<p>The student:</p> <p>Recognizes the deficiencies in his diet. P. 233</p> <p>Demonstrates understanding of caloric requirements. P. 233</p> <p>Identifies diet to increase or decrease weight. P. 233</p> <p>Demonstrates hygienic practices when preparing, serving or eating food. P. 233</p> <p>States proper ways to preserve food. P. 233</p> <p>Recognizes the protection provided by the health department in checking food distribution establishments. P. 233</p> <p>Demonstrates ability to contact health inspectors. P. 233</p>
<p><u>B. Personal Care</u></p> <p><u>1. Knowledge of Body</u></p> <p>Identifies the basic body parts. P. 16</p> <p>Recognizes growth takes place. P. 16</p>	<p>Identifies major external body parts. P. 82</p> <p>Recognizes that growth takes place. P. 82</p>	<p>Names major body organs. P. 149</p> <p>Demonstrates understanding of function of major body organs. P. 149</p>	<p>Demonstrates knowledge of body changes. P. 234</p>

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Recognizes and discusses differences between boys and girls. P. 16</p> <p>2. <u>Care of Body</u></p> <p>With assistance, practises body cleanliness. P. 16</p> <p>States reason for taking good care of body. P. 16</p> <p>Practises physical fitness program. P. 16</p> <p>Demonstrates knowledge of what to do in case of minor illness. P. 17</p>	<p>The student:</p> <p>Recognizes the secondary physical and sexual changes taking place among boys and girls. P. 82</p> <p>Demonstrates independence in practising body cleanliness. P. 82</p> <p>Identifies methods of maintaining a strong healthy body: food, exercise, sleep, non-use of drugs. P. 82</p> <p>Demonstrates understanding of need for relaxation and rest. P. 82</p> <p>Practises physical fitness program. P. 82</p> <p>Demonstrates knowledge of when to seek medical attention. P. 83</p> <p>Demonstrates knowledge of what to do in case of minor illness. P. 82</p>	<p>The student:</p> <p>Demonstrates understanding of process of reproduction, e.g. menstruation, seminal emissions. P. 149</p> <p>Practises body cleanliness independently. P. 150</p> <p>Recognizes the importance of good grooming and cleanliness. P. 151</p> <p>Practises good grooming in daily life. P. 151</p> <p>Recognizes need for varied activities, e.g. relaxation, recreation, rest, to maintain good health. P. 151</p> <p>Practises physical fitness program. P. 152</p> <p>Demonstrates knowledge when to seek medical attention. P. 152</p>	<p>The student:</p> <p>Recognizes adolescent growth process. P. 234</p> <p>Demonstrates understanding of reproduction process. P. 234</p> <p>Recognizes importance of good grooming and cleanliness (interpersonal relations). P. 235</p> <p>Demonstrates balanced program of rest, work and recreation. P. 236</p> <p>Practises physical fitness program. P. 236</p> <p>Demonstrates ability to find reliable health information. P. 235</p> <p>Evaluates health product advertisements. P. 235</p>

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>3. <u>Drugs and Alcohol</u></p> <p>The student:</p> <p>Takes prescribed medication only when administered by adults. P. 17</p> <p>Demonstrates some understanding of when to take non-prescription drugs. P. 17</p>	<p>The student:</p> <p>With supervision, takes prescribed medication. P. 83</p> <p>Demonstrates knowledge of appropriate use of prescription and non-prescription drugs. P. 83</p> <p>Demonstrates knowledge of how to obtain prescription drugs. P. 83</p>	<p>The student:</p> <p>With minimal supervision, takes prescribed medication. P. 152</p> <p>Recognizes the difference between prescription/non-prescription and illicit drugs. P. 152</p> <p>Describes the physical effects of drug abuse. P. 152</p>	<p>The student:</p> <p>Independently takes own prescribed and non-prescribed medication. P. 236</p> <p>Recognizes the signs of alcohol and drug dependency. P. 236</p> <p>Recognizes the mental, physical, and emotional consequences of use of alcohol, tobacco, narcotics and other drugs. P. 236</p> <p>Demonstrates ability to utilize health services. P. 237</p> <p>Recognizes the contribution of the helping professions in improving health, e.g. medicine, dentistry, psychology, social work. P. 237</p>
<p>C. <u>Community Health Services</u></p> <p>Identifies some health helpers and their function, e.g. nurse, doctor. P. 18</p>	<p>Identifies medical personnel and their function: doctors, dentists, nurses, eye specialists. P. 84</p> <p>Identifies hygiene personnel and their function, e.g. garbage man, street cleaners. P. 84</p>	<p>Identifies places where medical assistance is available, e.g. hospitals, clinics, centres. P. 153</p> <p>Recognizes the importance of having a family doctor or dentist. P. 153</p>	

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LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Identifies danger associated with various areas and items in the home and school, such as:</p> <ul style="list-style-type: none"> - sharp objects - electrical outlets - appliances - tools, machinery - animals - poison - physical action - gym equipment. P. 19 <p>Demonstrates knowledge of what to do in case of fire. P. 19</p> <p>Seeks help from responsible adult if hurt or frightened, e.g. Block Parents. P. 20</p>	<p>The student:</p> <p>Identifies mental health personnel and their function, e.g. school psychologist, guidance counselor. P. 84</p> <p>Demonstrates increased understanding of the dangers associated with various areas in the home and school. P. 85</p> <p>Demonstrates knowledge of how accidents can be prevented. P. 85</p> <p>Observes all rules associated with fire drill. P. 85</p> <p>Recognizes sources of help in time of emergency. P. 85</p>	<p>The student:</p> <p>Identifies community health agencies where services are available, e.g. counselling, drug abuse information, venereal disease information. P. 153</p> <p>Demonstrates knowledge of role and function of community health workers. P. 153</p> <p>Demonstrates understanding of dangers associated with areas and items at home and school. P. 154</p> <p>Demonstrates knowledge of accident prevention methods. P. 154</p> <p>Follows safety procedures, e.g. fire, shop. P. 154</p> <p>Demonstrates knowledge what to do in emergency situations. P. 154</p>	<p>The student:</p> <p>Demonstrates independence and reliability in coping with dangers and accidents. P. 238</p> <p>Demonstrates ability to utilize community emergency services. P. 238</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>With assistance, administers basic first aid. P. 20</p> <p><u>B. Community</u></p> <p>Identifies dangers associated with pedestrians, bicycles, car/bus riders. P. 21</p> <p>Demonstrates knowledge of safety rules to be followed when walking or riding a bicycle. P. 22</p> <p>Practises safety rules when walking or riding a bicycle. P. 22</p> <p>Seeks help when injured. P. 22</p> <p><u>C. Recreation</u></p> <p>Identifies dangers associated with:</p> <ul style="list-style-type: none"> - playground - parks - gyms - swimming pool - skating rink - tobogganing - skiing. P. 23 	<p>The student:</p> <p>Administers basic first aid, e.g. band-aid, cleaning cut. P. 85</p> <p>Demonstrates increased understanding of the dangers on streets and highways. P. 86</p> <p>Demonstrates responsible behavior on streets and highways. P. 86</p> <p>Demonstrates knowledge that many accidents can be prevented. P. 86</p> <p>Practises safety rules on streets and highways. P. 86</p> <p>Recognizes sources of help in time of emergency. P. 86</p> <p>Demonstrates increased understanding of the dangers associated with different recreation areas. P. 87</p> <p>Identifies ways in which accidents can be prevented. P. 87</p>	<p>The student:</p> <p>Demonstrates knowledge of first aid practices. P. 154</p> <p>Demonstrates basic knowledge of accident prevention. P. 155</p> <p>Demonstrates increased knowledge of safety practices. P. 155</p> <p>Demonstrates ability to utilize community emergency services. P. 155</p> <p>Administers basic first aid. P. 155</p> <p>Demonstrates knowledge how to prevent accidents in various recreation areas, including hunting and camping areas. P. 156</p>	<p>The student:</p> <p>Administers first aid as indicated by St. John's Ambulance first aid course. P. 238</p> <p>Demonstrates knowledge of accident prevention. P. 239</p> <p>Demonstrates the steps involved in hazard analysis. P. 239</p> <p>Demonstrates knowledge of safety practices. P. 239</p> <p>Utilizes community emergency services. P. 239</p> <p>Identifies the responsibilities of owning a car. P. 240</p> <p>Demonstrates independence in identifying and avoiding dangers in recreation. P. 241</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Demonstrates knowledge of safety rules. P. 23</p> <p>Seeks help when injured. P. 23</p> <p>WORLD OF WORK</p> <p>A. <u>Specific and Allied Work Skills</u></p> <p>1. <u>Use of Tools and Equipment</u></p> <p>Manipulates a variety of construction materials and tools, e.g. hammer, scissors, eggbeater. P. 24</p> <p>Follows simple rules of organization and care of tools and materials, e.g. crayons in box, clean brushes and return to correct place. P. 24</p> <p>With supervision, constructs simple projects. P. 24</p> <p>2. <u>Following Directions</u></p> <p>Follows simple directions. P. 24</p>	<p>The student:</p> <p>Practises safety rules in each recreational area. P. 87</p> <p>Recognizes source of help in time of emergency. P. 87</p> <p>Identifies more tools and demonstrates greater proficiency in their use, e.g. hand saw. P. 88</p> <p>Follows simple rules of organization and care of tools and materials. P. 88</p> <p>Follows a more complex set of directions. P. 88</p> <p>Identifies persons in authority in the school and immediate community, e.g. policeman, pool guard, playground supervisor. P. 88</p>	<p>The student:</p> <p>Practises safety rules. P. 156</p> <p>Demonstrates ability to utilize emergency services. P. 156</p> <p>Selects and uses appropriate tools for a specific project. P. 157</p> <p>Follows the rules of organization and care of tools and equipment, e.g. vacuum cleaner, power tools. P. 157</p> <p>Follows relatively complex set of directions. P. 157</p> <p>Identifies person in authority in specific work situations. P. 158</p> <p>Accepts supervision in specific work situations. P. 158</p>	<p>The student:</p> <p>Independently utilizes emergency services. P. 241</p> <p>Selects and uses appropriate tools and machines for specific projects. P. 242</p> <p>Organizes and cares for tools and equipment. P. 242</p> <p>Constructs more complex projects. P. 242</p> <p>Follows complex set of directions. P. 242</p> <p>Identifies person in authority in a variety of work situations. P. 242</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>3. <u>Decision Making</u></p> <p>The student:</p> <p>Chooses between two or more alternatives. P. 24</p> <p>4. <u>Independence</u></p> <p>Demonstrates ability to behave appropriately in familiar situations, e.g. school, playground. P. 25</p> <p>B. <u>Career Planning and Exploration</u></p> <p>1. <u>Why Work</u></p> <p>Recognizes that people work because they need money. P. 26</p> <p>Recognizes that finishing a task brings satisfaction. P. 26</p> <p>2. <u>Job Awareness</u></p> <p>Demonstrates awareness that people do different jobs in the home, school, community. P. 26</p>	<p>The student:</p> <p>Chooses independently between two or more alternative activities. P. 88</p> <p>Demonstrates ability to behave appropriately in unfamiliar situations, e.g. seeking aid from janitor. P. 89</p> <p>Recognizes that people need money to purchase necessities, e.g. goods, services. P. 90</p> <p>Recognizes that finishing a task brings satisfaction. P. 90</p> <p>Demonstrates awareness that people do different jobs at home, in school, in the community. P. 90</p>	<p>The student:</p> <p>Makes appropriate decisions in work situations, e.g. quality of work done. P. 158</p> <p>Demonstrates ability to perform satisfactorily in unfamiliar work situations. P. 158</p> <p>Recognizes that people are paid according to the job done. P. 159</p> <p>Demonstrates knowledge that satisfaction results from task/job completion. P. 159</p> <p>Develops awareness that working for a salary brings independence. P. 159</p> <p>Develops knowledge of variety of jobs/careers available. P. 159</p> <p>Demonstrates understanding that jobs require different skills. P. 160</p> <p>Develops knowledge of requirements for particular job/career. P. 161</p>	<p>The student:</p> <p>Makes appropriate decisions in work situations, e.g. how to improve quality of work. P. 242</p> <p>Demonstrates ability to perform satisfactorily in unfamiliar work situations. P. 243</p> <p>Demonstrates independence through working. P. 244</p> <p>Demonstrates knowledge of variety of jobs/careers available. P. 244</p> <p>Demonstrates understanding that jobs require different skills. P. 245</p> <p>Demonstrates knowledge of requirements for practical job/career. P. 245</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>3. <u>Job Demands</u></p> <p>Demonstrates good work habits. P. 26</p> <p>Demonstrates positive attitude towards work. P. 27</p> <p>Arrives on time for school. P. 27</p> <p>Completes selected tasks at school and home, and assumes some responsibility for this. P. 28</p> <p>Recognizes own mistakes and corrects. P. 28</p> <p>Demonstrates good listening habits. P. 29</p> <p>Communicates with peers. P. 29</p>	<p>The student:</p> <p>Demonstrates good work habits. P. 90</p> <p>Demonstrates positive attitude towards work. P. 91</p> <p>Arrives on time for school. P. 91</p> <p>Completes selected tasks at school and home and assumes some responsibility for this. P. 91</p> <p>Recognizes own mistakes and corrects them. P. 92</p> <p>Demonstrates good listening habits. P. 92</p> <p>Communicates effectively in school. P. 92</p>	<p>The student:</p> <p>Explores careers through practical experience. P. 161</p> <p>Demonstrates good work habits. P. 161</p> <p>Demonstrates positive attitudes towards work. P. 162</p> <p>Arrives on time for school/work. P. 163</p> <p>Completes most tasks assigned in various areas at home, school and on the job. P. 163</p> <p>Demonstrates good listening habits. P. 163</p> <p>Demonstrates ability to communicate effectively with people at school and on the job. P. 164</p> <p>Develops awareness of job routine. P. 164</p> <p>Travels to work/school independently. P. 164</p>	<p>The student:</p> <p>Explores careers through practical experience. P. 245</p> <p>Demonstrates good work habits. P. 245</p> <p>Demonstrates positive attitude towards work. P. 246</p> <p>Arrives on time for work. P. 246</p> <p>Completes most tasks assigned in various areas of home, school and on the job. P. 246</p> <p>Demonstrates good listening habits. P. 247</p> <p>Demonstrates ability to relate to personnel in work stations and on the job. P. 247</p> <p>Develops awareness of job routine. P. 247</p> <p>Travels anywhere in area independently. P. 247</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>C. <u>Finding a Job</u></p> <p>1. <u>Awareness of Personal Abilities and Interests</u></p> <p>The student:</p> <p>Identifies jobs/careers which may be of special interest to him. P. 30</p> <p>Describes abilities and limitations he has regarding specific job. P. 30</p> <p>2. <u>Awareness of Process</u></p> <p>Demonstrates ability to take and leave messages. P. 30</p> <p>Develops awareness that people must look for jobs. P. 31</p>	<p>The student:</p> <p>Identifies jobs/careers which may be of special interest to him. P. 93</p> <p>Describes abilities and limitations he has regarding a specific job. P. 93</p> <p>Demonstrates knowledge that he can not do certain jobs. P. 93</p> <p>Demonstrates ability to take and leave messages. P. 94</p> <p>Demonstrates ability to use telephone directory in looking for information. P. 94</p> <p>Develops awareness that people must look for jobs. P. 94</p>	<p>The student:</p> <p>Demonstrates knowledge of qualifications required by a job. P. 164</p> <p>Reads at level appropriate to work study requirements. P. 165</p> <p>Identifies jobs/careers which may be of interest to him. P. 166</p> <p>Demonstrates knowledge of attributes he has that are important in the world of work (see Understanding Self and Others). P. 167</p> <p>Demonstrates knowledge that he can not do certain jobs satisfactorily. P. 166</p> <p>Demonstrates knowledge of how to use newspaper "help wanted" columns to find jobs. P. 168</p>	<p>The student:</p> <p>Demonstrates knowledge of qualifications required by the job. P. 248</p> <p>Reads at level appropriate to work study requirements. P. 248</p> <p>(Completed successfully specific course for particular jobs. P. 248)</p> <p>Identifies jobs/careers which may be of interest to him. P. 249</p> <p>Recognizes attributes he has that are important in the world of work (see Understanding Self and Getting Along with Others). P. 250</p> <p>Recognizes that he cannot do certain jobs satisfactorily. P. 250</p> <p>Demonstrates knowledge of how to use newspaper "help wanted" columns to find jobs. P. 251</p> <p>Reads and interprets all information in want ads. P. 252</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student: Demonstrates ability to use telephone. P. 30</p> <p>3. <u>Personal Contact</u></p>	<p>The student: Demonstrates ability to use telephone. P. 93</p>	<p>The student: Demonstrates ability to use telephone in looking for a job. P. 167</p> <p>Names person(s) who can assist him to get a job. P. 169</p> <p>States ways in which personal contact will help him choose a job. P. 169</p> <p>Demonstrates skills required in an interview. P. 170</p>	<p>The student: Demonstrates ability to use telephone in looking for a job. P. 251</p> <p>Names person(s) who can assist him to get a job. P. 253</p> <p>Demonstrates ability to be interviewed for job placement. P. 253</p> <p>Writes personal data correctly on any application form. P. 254</p> <p>Writes letters of different types. P. 255</p> <p>Demonstrates ability to write letters of application. P. 256</p> <p>Identifies and locates community and government agencies that assist in job placement. P. 256</p> <p>States and explains services of community and government agencies. P. 256</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>D. <u>Keeping a Job</u></p> <p>1. <u>Responsibility to Employer</u></p> <p>The student:</p> <p>With assistance, accepts rules at home and school. P. 32</p> <p>2. <u>Knowledge of Work Habits</u></p>	<p>The student:</p> <p>Accepts rules at home and school. P. 95</p>	<p>The student:</p> <p>Practises safety rules while on the job. P. 171</p> <p>Practises responsible work habits, e.g. punctuality, courtesy. P. 171</p> <p>Explains how salary will be paid and what deductions may be taken from a pay cheque. P. 172</p> <p>Demonstrates knowledge of specific work skills demanded on the job. P. 172</p> <p>Participates in school organizations, club, etc. P. 172</p>	<p>The student:</p> <p>Practises safety rules while on the job. P. 257</p> <p>Practises responsible work habits on the job. P. 257</p> <p>Explains how salary will be paid and what deductions may be taken from the pay cheque. P. 258</p> <p>Demonstrates knowledge, awareness and acceptance of individual differences. P. 259</p> <p>Demonstrates ability to get along with people in a variety of situations, e.g. school, community, job. P. 259</p> <p>Demonstrates understanding of the concept of "dignity of labor". P. 260</p>
<p>E. <u>Worker's Rights</u></p> <p>Recognizes that people are important. P. 33</p> <p>Recognizes own self worth and dignity. P. 33</p>	<p>Demonstrates understanding of personal self worth and dignity. P. 96</p>	<p>Recognizes that all people need to feel self worth and dignity. P. 173</p>	

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>HOME MANAGEMENT</p> <p>A. <u>Clothing</u></p> <p>1. <u>Care</u></p> <p>Dresses with minimal supervision or help. P. 34</p> <p>Locates clothing storage areas and uses them appropriately. P. 34</p> <p>Demonstrates ability to use clothes brush, hanger, etc. P. 34</p>	<p>The student:</p> <p>Stores outer clothing properly. P. 97</p> <p>Recognizes soiled clothing. P. 97</p> <p>Distinguishes between types of detergents to be used for certain clothes. P. 97</p> <p>Assists with laundry. P. 97</p>	<p>The student:</p> <p>Recognizes that there is human rights legislation. P. 173</p> <p>Interprets washing, cleaning and care labels on articles. P. 174</p> <p>Demonstrates ability to clean clothing, e.g. launder washable items. P. 174</p>	<p>The student:</p> <p>Demonstrates understanding of work legislation:</p> <ul style="list-style-type: none"> - social insurance - unemployment insurance - minimum wage - worker's compensation - board of industrial relations. <p>P. 260</p> <p>Demonstrates knowledge how to utilize community services related to worker's rights, e.g. Human Rights Commission. P. 260</p> <p>Interprets washing, cleaning and care labels on articles of clothing. P. 261</p> <p>Demonstrates ability to do laundry. P. 261</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Seeks help when something is lost. P. 34</p> <p>2. <u>Selection</u></p> <p>Identifies different types of stores, e.g. men's and women's clothing stores, shoe store. P. 34</p> <p>Recognizes styles of clothing used for school, church, gym, etc. P. 34</p>	<p>The student:</p> <p>Decides what to do if something is lost. P. 97</p> <p>Identifies and discusses location of stores and how to get to them. P. 98</p> <p>Chooses clothes for school or leisure. P. 97</p> <p>Chooses suitable style, color and design for occasion. P. 97</p> <p>Demonstrates ability to discuss and analyze the reasons for choosing clothing, e.g. simplicity, comfort, quality, fit. P. 98</p>	<p>The student:</p> <p>Demonstrates ability to make necessary repairs, e.g. mending, darning, patching. P. 174</p> <p>Chooses clothing appropriate for work or leisure. P. 174</p> <p>Chooses style, color and design appropriate to individual. P. 174</p> <p>Demonstrates ability to color-coordinate. P. 175</p> <p>Demonstrates understanding of need for clothing (seasonal). P. 175</p> <p>Demonstrates understanding of clothing sizes. P. 175</p> <p>Distinguishes between quality and quantity. P. 175</p> <p>Demonstrates ability to contrast or compare articles, e.g. in catalogue. P. 175</p>	<p>The student:</p> <p>Chooses clothing appropriate for work or leisure. P. 261</p> <p>Chooses style, color and design appropriate to individual. P. 261</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>3. <u>Construction</u></p> <p>Identifies sewing tools, e.g. needle, scissors. P. 35</p> <p>B. <u>Food</u></p> <p>1. <u>Shopping</u></p> <p>Explains what grocery stores are. P. 36</p> <p>Lists foods and other articles which can be bought in grocery stores. P.36</p> <p>Buys one or two items when sent to grocery store. P. 36</p>	<p>The student:</p> <p>Demonstrates ability to use common tools. P. 98</p> <p>Demonstrates correct way of handling common tools, e.g. holding or passing scissors (safety procedures). P. 98</p> <p>Demonstrates ability to do simple sewing or craft work, e.g. sew buttons, construct puppets. P. 98</p> <p>Explains and demonstrates how to get to grocery stores. P. 99</p> <p>Identifies what to buy for certain meals. P. 99</p> <p>Demonstrates ability to read labels for price and quality. P. 99</p>	<p>The student:</p> <p>Demonstrates ability to shop by use of catalogue. P. 175</p> <p>Defines concept of guarantee. P. 174</p> <p>Demonstrates ability to budget (see Money Management). P. 175</p> <p>Selects appropriate patterns, materials, and accessories. P. 175</p> <p>Sews simple garments. P. 175</p> <p>Recognizes relationship between prices and value. P. 176</p>	<p>The student:</p> <p>Demonstrates ability to shop by use of catalogues. P. 261</p> <p>Demonstrates ability to use sewing tools and machines. P. 262</p> <p>Selects appropriate pattern, materials and accessories. P. 261</p> <p>Recognizes and uses safety rules in using sewing machine. P. 261</p> <p>Sews more complex garments. P.262</p> <p>Interprets information on dated perishables. P. 263</p>

EMI LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Differentiates between kinds of vegetables, meats, fruits, etc.</p> <p>Differentiates express line from regular check out. P. 99</p> <p>Describes and demonstrates safety in shopping. P. 99</p> <p>Given a list, purchases everyday food items. P. 99</p>	<p>The student:</p> <p>Differentiates between kinds of vegetables, meats, fruits, etc.</p> <p>Differentiates express line from regular check out. P. 99</p> <p>Describes and demonstrates safety in shopping. P. 99</p> <p>Given a list, purchases everyday food items. P. 99</p>	<p>The student:</p> <p>Demonstrates knowledge of weights and measures used in food stores. P. 176</p> <p>Explains concepts of wholesale, retail. P. 176</p> <p>Explains the purpose and use of advertising; recognizes false advertising. P. 176</p> <p>Demonstrates ability to budget (see Money Management). P. 176</p> <p>Demonstrates ability to use kitchen facilities in preparing meals. P. 176</p> <p>Chooses a balanced diet. P. 177</p> <p>Demonstrates ability to clean kitchen area after use. P. 176</p>	<p>The student:</p> <p>Distinguishes between convenience stores and supermarkets. P. 263</p> <p>Demonstrates increasing skill in recognizing false advertising. P. 263</p> <p>Demonstrates ability to prepare shopping list and buy items at a reasonable cost. P. 263</p> <p>Demonstrates ability to use kitchen facilities in preparing more complex meals. P. 263</p> <p>Demonstrates ability to clean kitchen area after using. P. 263</p>

2. Preparation

Recognizes utensils. P. 36

Demonstrates ability to use utensils. P. 36

Demonstrates ability to clean food, e.g. fruit, vegetables. P. 36

Demonstrates ability to prepare simple snacks. P. 36

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>3. <u>Serving</u></p> <p>Demonstrates ability to prepare table for meal. P. 37</p> <p>Behaves appropriately at meal time at home, school, restaurant. P. 37</p>	<p>The student:</p> <p>Demonstrates ability to prepare table for meals. P. 100</p> <p>Demonstrates ability to serve family and friends. P. 100</p> <p>Behaves appropriately at meal time at home, school, restaurant. P. 100</p>	<p>The student:</p> <p>Demonstrates ability to plan menu, e.g. breakfast, lunch, dinner, snacks. P. 176</p> <p>Demonstrates ability to prepare menus for special occasions. P. 177</p> <p>Demonstrates ability to read and use recipes. P. 177</p> <p>Demonstrates proper methods of preparing foods at home, camping, commercially, to preserve food value. P. 177</p> <p>Prepares simple meals. P. 177</p> <p>Demonstrates ability to serve family and guests. P. 177</p> <p>Demonstrates ability to serve on special occasions. P. 177</p> <p>Demonstrates appropriate etiquette in a variety of settings, e.g. meeting friends and relatives, formal setting. P. 178</p>	<p>The student:</p> <p>Demonstrates ability to prepare menus for formal occasions. P. 263</p> <p>Prepares meals, including special dishes. P. 264</p> <p>Demonstrates ability to serve guests. P. 264</p> <p>Demonstrates appropriate etiquette in a variety of settings. P. 264</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>4. <u>Preserving</u></p> <p>The student:</p> <p>Explains reasons for food protection. P. 37</p> <p>Explains function of refrigerator. P. 37</p> <p>Demonstrates ability to use refrigerator properly, e.g. meat in freezer, ice cream in freezer, etc. P. 37</p> <p>Demonstrates understanding of concept of perishables. P. 37</p> <p>Assists in various methods of home preserving. P. 37</p> <p>5. <u>Production</u></p> <p>Participates in chores related to food production. P. 38</p> <p>Identifies origin of familiar foods, e.g. dairy products. P. 38</p>	<p>The student:</p> <p>Demonstrates knowledge and understanding of food protection. P. 101</p> <p>Demonstrates increased ability to store food appropriately. P. 100</p> <p>Assists in various methods of home preserving. P. 101</p> <p>Participates in chores related to food production. P. 101</p> <p>Explains production process, e.g. wheat made into bread. P. 101</p>	<p>The student:</p> <p>Demonstrates knowledge of proper food storage. P. 178</p> <p>Discusses and explains how to package for short and long term storage, including advantages and disadvantages. P. 178</p> <p>Assists in various methods of home preserving. P. 178</p> <p>Assumes responsibility for some chores related to food production, e.g. garden patch. P. 179</p> <p>Explains and discusses production and distribution of:</p> <ul style="list-style-type: none"> - garden products - dairy products - fishing products - farm products. P. 179 	<p>The student:</p> <p>Demonstrates knowledge of proper food storage, short and long term, e.g. canning, pickling, freezing. P. 264</p> <p>Participates in various methods of home preserving. P. 264</p> <p>Assumes responsibility for chores related to food production, e.g. feeds chickens. P. 264</p> <p>Identifies methods of food production, e.g. gardening, farming, fishing. P. 264</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>C. <u>Maintaining the Home</u></p> <p>1. <u>Selection</u></p> <p>The student:</p> <p>Recognizes different kinds of homes, e.g. apartments, trailers, houses, condominiums. P. 39</p>	<p>The student:</p> <p>Explains what is available in housing, e.g. single homes, house keeping rooms, room and board, condominiums, apartments. P. 102</p> <p>Demonstrates understanding of difference between renting and buying. P. 102</p>	<p>The student:</p> <p>Chooses a certain housing design. P. 180</p> <p>Explains choice on basis of construction, location, design and budget. P. 180</p> <p>Distinguishes between functional/beautifying aspects. P. 180</p>	<p>The student:</p> <p>Demonstrates ability to use newspapers and other advertising to find out what type of housing is available. P. 265</p> <p>Demonstrates knowledge of income assisted housing. P. 265</p> <p>Chooses house on basis of needs and budget. P. 265</p> <p>Recognizes and demonstrates responsibility related to taxes, neighbors, landlords, community. P. 265</p>
<p>2. <u>Furniture and Furnishings</u></p> <p>Recognizes what goes in a house, e.g. furniture, curtains, rugs, lamps, sheets, towels. P. 39</p> <p>Classifies furniture according to function, e.g. kitchen. P. 39</p>	<p>Explains function of all furnishings. P. 102</p>	<p>Explains what should be considered when furnishing a home, e.g. need, quality, price. P. 180</p>	<p>Identifies harmony in color, texture and styles. P. 266</p> <p>Demonstrates ability to choose furniture for maximum efficiency, e.g. practicality, safety, beauty, cost. P. 266</p>

EMH LIVING VOCATIONAL SKILLS OVERLAYS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>3. Care and Maintenance</p> <p>The student:</p> <p>Demonstrates ability to keep own room neat. P. 40</p> <p>With assistance, performs simple household tasks. P. 40</p>	<p>The student:</p> <p>Explains and demonstrates simple household techniques and equipment. P. 102</p> <p>Demonstrates ability to operate common electrical appliances, e.g. toaster, kettle, iron. P. 103</p> <p>Demonstrates ability to perform simple yard tasks, e.g. weeding, grass cutting. P. 103</p> <p>Performs simple household tasks, e.g. bed making, preparing meals, setting table, washing clothes. P. 103</p> <p>Identifies daily, weekly, tasks of cleaning, e.g. caring for refrigerator and stove. P. 103</p>	<p>The student:</p> <p>Explains and demonstrates simple household techniques and equipment. P. 181</p> <p>Demonstrates knowledge of basic tools. P. 181</p> <p>Identifies daily and weekly cleaning routines. P. 181</p> <p>Identifies household repairs that are done for household safety. P. 181</p> <p>Demonstrates ability to do basic repairs, e.g. toaster. P. 181</p>	<p>The student:</p> <p>Demonstrates ability to care for car, house, etc. P. 266</p> <p>Demonstrates efficient methods of performing daily household tasks. P. 266</p> <p>Estimates cost of doing own work and compares with cost of hiring tradesman. P. 267</p> <p>Demonstrates increasing ability to do basic repairs and maintenance, e.g. fix small appliances, repair tap, painting. P. 267</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>D. <u>Child Care</u></p> <p>The student:</p> <p>Recognizes that young children need care. P. 41</p> <p>Demonstrates ability to help mother care for siblings. P. 41</p>	<p>The student:</p> <p>Explains babysitting responsibilities. P. 104</p> <p>Demonstrates ability to help mother care for infant. P. 104</p> <p>Recognizes the importance of prevention and care of disease. P. 104</p>	<p>The student:</p> <p>Demonstrates ability to dress, change, and feed infant. P. 182</p> <p>Demonstrates ability to make decisions in terms of when child is to be in bed, what to eat before going to bed, etc. P. 182</p> <p>Demonstrates ability to administer first aid. P. 182</p>	<p>The student:</p> <p>Demonstrates ability to show love, warmth and respect for children and infants. P. 268</p> <p>Demonstrates knowledge of the development (physical and emotional) of the young child. P. 268</p> <p>Recognizes emotional and physical needs of children. P. 268</p> <p>Demonstrates awareness of responsibilities of parenthood. P. 268</p> <p>Demonstrates knowledge of sources of income other than wages, e.g. family allowance, welfare payments, unemployment insurance. P. 269</p>
<p>MONEY MANAGEMENT</p> <p>A. <u>Earning Money</u></p> <p>Lists sources of money, e.g. parents, job, hobby. P. 42</p>	<p>Names jobs for which payment is made. P. 105</p> <p>Names jobs for which payment is not made. P. 105</p>	<p>Lists sources of money. P. 183</p>	

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Demonstrates knowledge that people work for money. P. 42</p> <p>Names goods money will buy. P. 42</p> <p>Uses money vocabulary. P. 42</p> <p>Names different coins. P. 42</p> <p>Writes simple money amounts: 1c, 10c, 25c, \$1.00. P. 42</p>	<p>The student:</p> <p>Recognizes that job must be completed to earn money. P. 105</p> <p>Identifies coins and paper money. P. 105</p> <p>Writes money amounts of increasing difficulty. P. 105</p> <p>Translates amount to calculator. P. 105</p>	<p>The student:</p> <p>Identifies factors that affect wages, e.g. training, time, danger, seasonal work. P. 183</p> <p>Explains concept of "money", e.g. barter system. P. 183</p> <p>Recognizes coins and bills in combination. P. 184</p> <p>Counts money using different coins and bills. P. 184</p> <p>Calculates change for coins and bills. P. 184</p> <p>Calculates money earned, e.g.: - gross/net pay - regular/overtime - weekly, monthly, annually. P. 185</p> <p>Reads and interprets cheque stub. P. 185</p> <p>Explains that the value of money changes over time, e.g. that money will buy less. P. 186</p>	<p>The student:</p> <p>Identifies factors that affect wages, e.g. training, time, danger, seasonal work. P. 269</p> <p>Identifies other media of exchange, e.g. cheques, credit cards. P. 269</p> <p>Demonstrates knowledge of coins and bills in combination. P. 269</p> <p>Calculates money earned: - gross/net pay - regular/overtime - weekly, monthly, annually. P. 269</p> <p>Reads, interprets and demonstrates understanding of terms and figures on cheque stub, e.g. union dues, unemployment insurance, C.P.P. P. 269</p>

EMR LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>R. <u>Spending Money</u></p> <p>1. <u>Where to Buy</u></p> <p>Identifies places where things can be bought. P. 43.</p> <p>2. <u>How to Buy</u></p> <p>Demonstrates understanding that when goods and services are bought, they must be paid for. P. 43</p> <p>Buys items independently with correct amount of money. P. 43</p> <p>Lists ways he spends his money. P. 43</p>	<p>The student:</p> <p>Identifies places where goods or services can be bought. P. 106</p> <p>Using various means, locates items for purchase, e.g. newspaper, telephone directory. P. 106</p> <p>Calculates estimated costs of familiar articles in school and home. P. 106</p> <p>Equates cost of wanted item with available money. P. 106</p> <p>Develops and utilizes simple budget (weekly). P. 106</p> <p>Recognizes that there are different methods of payment, e.g. cash, cheque, credit. P. 107</p>	<p>The student:</p> <p>Names different places to buy goods and services, e.g. wholesale, retail and mail order. P. 187</p> <p>Demonstrates ability to utilize various services to locate item for purchase. P. 187</p> <p>Calculates cost of total shopping list. P. 188</p> <p>Develops personal budget for purchase of clothing, entertainment, gifts, etc. (monthly, yearly). (See Computation section.) P. 189</p> <p>Describes different methods of payment. P. 189</p> <p>Describes various types of credit available. P. 189</p> <p>Explains how credit and cash purchases differ. P. 190</p> <p>Calculates cost of credit. P. 190</p>	<p>The student:</p> <p>Compares and contrasts buying through different outlets, e.g. retail, wholesale, mail order. P. 270</p> <p>Estimates approximate value of goods to be purchased (see Computation section). P. 270</p> <p>Develops budget for household management, including groceries, clothing, utilities, etc. P. 271</p> <p>Explains what credit is. P. 271</p> <p>Estimates approximate value of goods to be purchased. P. 270</p> <p>Calculates cost of different methods of payment. P. 270</p> <p>Calculates cost of credit. P. 271</p>

UNIT 1: THE VALUE OF MONEY

The student:	The student:	The student:	The student:
<p>3. What to Buy</p> <p>Describes essential elements in basic living needs, e.g. food, shelter, clothing. P. 44</p>	<p>The student:</p> <p>Explains that prices vary. P. 180</p> <p>Plans holiday and budget for it. P. 190</p>	<p>The student:</p> <p>Recalls essential and non-essential items for basic living needs. P. 107</p>	<p>The student:</p> <p>Describes essential and non-essential goods and services for basic living needs. P. 171</p> <p>Calculates personal budgets for different family sizes and over varying time periods for personal, family, and community. P. 172</p> <p>Explains what is meant by "value for money". P. 172</p> <p>Describes examples of misleading advertising in television, radio, newspaper. P. 272</p> <p>Demonstrates understanding of concept of warranty guarantee. P. 273</p> <p>Demonstrates ability to utilize Better Business Bureau and Consumer Protection groups. P. 273</p> <p>Pays bills on time. P. 273</p> <p>Demonstrates ability to use the information factors when buying clothing. P. 273</p>
<p>4. When to Buy</p> <p>Demonstrates understanding that prices for familiar items vary from time to time. P. 44</p> <p>Explains how prices are reduced at times. P. 44</p>	<p>The student:</p> <p>Describes essential and non-essential goods. P. 190</p> <p>Writes a budget. P. 190</p> <p>Defines what is meant by "value for money". P. 191</p> <p>Demonstrates understanding that product bought should be protected by some form of warranty. P. 191</p> <p>Recalls the time of year when certain goods are put on sale. P. 191</p>	<p>The student:</p> <p>Demonstrates understanding that prices for familiar items vary from time to time. P. 107</p>	<p>The student:</p> <p>Describes essential and non-essential goods and services for basic living needs. P. 171</p> <p>Calculates personal budgets for different family sizes and over varying time periods for personal, family, and community. P. 172</p> <p>Explains what is meant by "value for money". P. 172</p> <p>Describes examples of misleading advertising in television, radio, newspaper. P. 272</p> <p>Demonstrates understanding of concept of warranty guarantee. P. 273</p> <p>Demonstrates ability to utilize Better Business Bureau and Consumer Protection groups. P. 273</p> <p>Pays bills on time. P. 273</p> <p>Demonstrates ability to use the information factors when buying clothing. P. 273</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>C. <u>Saving and Borrowing</u></p> <p>The student:</p> <p>Saves own money for special purchase, e.g. uses piggy bank. P. 45</p>	<p>The student:</p> <p>Saves own spending money for special purchase. P. 108</p> <p>Names places where money can be saved. P. 108</p> <p>With assistance, opens a savings account. P. 108</p>	<p>The student:</p> <p>Explains in his own words why it is important to save. P. 194</p> <p>Names places where money can be saved. P. 194</p> <p>Explains how he would choose an appropriate banking service. P. 194</p> <p>Describes how a savings account works. P. 194</p> <p>Opens an account. P. 195</p> <p>Calculates how much savings are in his account. P. 195</p> <p>Demonstrates ability to use banking forms correctly, e.g. deposit slip, cheque. P. 195</p> <p>Describes different services offered by the bank. P. 195</p> <p>Recalls and explains common banking terms. P. 195</p> <p>Demonstrates ability to use chequing account. P. 196</p> <p>Names sources for borrowing money. P. 196</p>	<p>The student:</p> <p>Explains in his own words why it is important to save. P. 274</p> <p>Names places where money can be saved. P. 274</p> <p>Explains how he would choose an appropriate banking service. P. 274</p> <p>Calculates how much savings are in his account. P. 274</p> <p>Demonstrates ability to utilize banking services. P. 275</p>

Demonstrates understanding that items or money borrowed must be returned. P. 45

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES</p> <p>A. <u>Fundamentals of Movement</u></p> <p>Demonstrates a variety of movement:</p> <p>Locomotion: Walking, gliding, running, galloping, hopping, skipping, jumping, leaping, crawling, axial bending, falling, turning, pulling, shaking, stretching, whirling, swinging, pushing, bouncing, rising, twisting, swaying, beating. P. 46</p> <p>Others: Balancing, climbing, kicking, pivoting, reaching, stopping when in motion, hanging by arms and legs, lifting, striking object with implements, tumbling, stooping, dribbling pass object, crouching, catch a moving object. P. 46</p> <p>B. <u>Games and Activities</u></p> <p>Demonstrates rudimentary acquisition of the following: - jumping activities - relays - gymnastics - bicycling - dodge ball - hanging activities (continued on next page)</p>	<p>The student:</p> <p>Demonstrates a variety of movement combinations: - throwing and catching - kicking and running - striking in a direction - throwing and dodging - ball handling and running - running and jumping - run and kick an object - start movement on cue - listen, move, freeze and balance - collapse, roll - rest and relax.</p> <p>Note: This list is not meant to be all-inclusive. P. 109</p> <p>Demonstrates ability to participate in a variety of activities: - jumping activities - relays - gymnastics - tether ball - bowling - bicycling (continued on next page)</p>	<p>The student:</p> <p>Describes circumstances when borrowing is appropriate. P. 197</p> <p>Demonstrates proficiency in basic combinations of movements. P. 198</p> <p>Demonstrates some knowledge of the following games and sports: - golf - tennis - handball - badminton - horseshoes - bowling (continued on next page)</p>	<p>The student:</p> <p>Describes circumstances when borrowing is and is not appropriate. P. 275</p> <p>Demonstrates proficiency in most combinations of movements. P. 276</p> <p>Demonstrates a greater proficiency in games and sports (see level 3). P. 277</p> <p>Participates in recreational activities in school and community. P. 277</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <ul style="list-style-type: none"> - folk dancing - swimming - skating - modified baseball. P. 47 	<p>The student:</p> <ul style="list-style-type: none"> - team dodge ball - hanging activities - folk dancing - swimming - skating. P. 110 	<p>The student:</p> <ul style="list-style-type: none"> - team sports - gymnastics - social dancing - cross country skiing - outdoor and camping skills - swimming - wrestling - track and field - weight lifting - general fitness - skating - roller skating. P. 199 	<p>The student:</p>
<p>C. Social Skills Related to Games And Activities</p> <p>Demonstrates respect for other's property. P. 48</p> <p>Practises socially acceptable behavior. P. 48</p>	<p>Demonstrates respect for property of other's. P. 111</p> <p>Practises socially acceptable behavior. P. 111</p> <p>Demonstrates knowledge of dress appropriate for various activities. P. 111</p> <p>Demonstrates ability to resist group pressure. P. 111</p> <p>Demonstrates knowledge of the rights of others. P. 111</p>	<p>Demonstrates a respect for other's property. P. 200</p> <p>Practises socially acceptable behavior. P. 200</p> <p>Practises sportsmanship in team games. P. 200</p>	<p>Demonstrates respect for other's property. P. 278</p> <p>Practises acceptable behavior. P. 278</p> <p>Practises sportsmanship in team games. P. 278</p> <p>Practises sportsmanship in individual activities. P. 278</p> <p>Demonstrates ability to budget time for active use of leisure time. P. 278</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
LEISURE/RECREATION SKILLS			
A. Arts			
1. <u>Cutting, Tearing, Fastening</u>			
The student:	The student:	The student:	The student:
Tears shapes from paper. P. 49	Cuts or tears free geometrical or representative shapes. P. 112		
Cuts freely with blunt scissors. P.49	Cuts a definite shape with blunt scissors. P. 112		Demonstrates increased ability to sew, lace, tie, pin and staple in making constructed items. P. 201
Fastens freely cut shapes onto paper. P. 49	Arranges and fastens string and/or yarn on to flat materials. P. 112	Demonstrates ability to make two-dimensional shapes from paper. P. 201	Demonstrates increased ability to make mobiles using paper shapes. P. 279
		Demonstrates ability to make collages from paper at various colors and textures. P. 201	Demonstrates increased ability to make collages. P. 279
2. <u>Construction</u>			
Utilizes simple processes of glueing, pasting, nailing, hanging, sewing, or sticking in creating an art object. P. 49	Utilizes a saw, file, hammer, nails and glue in constructing with wood and other materials. P. 112	Utilizes tools in constructing more complex articles of wood and other materials. P. 201	
	Sews, laces and ties parts together. P. 112		
	Does paper mache sculpting. P. 112		

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>3. <u>Drawing and Painting</u></p> <p>Draws with chalk on a chalkboard. P. 49</p> <p>Finger paints. P. 49</p> <p>Paints directly with a large brush on large paper. P. 49</p> <p>4. <u>Modelling</u></p> <p>Demonstrates ability to make simple forms in sand. P. 50</p> <p>Creates textures in pliable materials by indenting. P. 50</p> <p>Demonstrates ability to form objects by manipulation of composition clay and/or plasticine. P. 50</p>	<p>The student:</p> <p>Uses paints, crayons, or chalk on various papers to express reaction to people, play, home, school and neighborhood. P. 113</p> <p>Makes imaginative pictures with opaque water colors on large paper with a large brush. P. 113</p> <p>Demonstrates ability to model object using firing clay, e.g. pinch posts, beads. P. 113</p> <p>With assistance, joins coils or slabs of clay together. P. 113</p>	<p>The student:</p> <p>Constructs useful and decorative articles. P. 201</p> <p>Uses paint, crayons, chalk in combination on various surfaces. P. 202</p> <p>Creates simple designs. P. 202</p> <p>Demonstrates use of background detail in drawing and painting. P. 202</p> <p>Demonstrates ability to do simple sculpture in clay or other media. P. 202</p> <p>Demonstrates ability to join slab work. P. 202</p> <p>Adds decorative textures to clay forms or paper mache forms. P. 202</p>	<p>The student:</p> <p>Builds imaginative toys from familiar materials. P. 279</p> <p>Demonstrates a greater use of background detail. P. 279</p> <p>Demonstrates increasing ability to do sculpture in clay or other media. P. 279</p> <p>Demonstrates increasing ability in using the slab method. P. 279</p>

ENH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>5. <u>Print Making</u></p> <p>The student:</p> <p>Demonstrates ability to create a printed design on paper. P. 50</p>	<p>The student:</p> <p>Demonstrates ability to print with sticks on a variety of media. P. 113</p> <p>Demonstrates ability to make a design and use it to print with. P. 113</p> <p>Demonstrates ability to overprint layers to achieve levels. P. 114</p> <p>Demonstrates ability to print in other medium, e.g. stencil printing, mono-printing. P. 114</p>	<p>The student:</p> <p>Demonstrates ability to splatter print with various colors. P. 207</p> <p>Demonstrates ability to print on two-dimensional shapes cut and torn from various kinds and colors of paper. P. 203</p> <p>Demonstrates ability to do simple silk screening. P. 203</p>	<p>The student:</p> <p>Demonstrates ability to print on two-dimensional shapes cut and torn from various kinds and colors of paper. P. 250</p> <p>Demonstrates ability to do silk screening. P. 250</p>
<p>6. <u>Weaving and Stitching</u></p> <p>Strings beads, buttons, straws, and paper forms. P. 50</p> <p>Enriches paper construction with plaiting, knotting and stringing for surface texture and for function of attaching parts. P. 50</p>	<p>Enriches paper construction with plaiting, knotting and stringing for surface texture and for function of attaching parts. P. 114</p> <p>Adds texture, color or pattern to drawing on paper with outline stitch or other related stitch. P. 114</p> <p>Mounts his own pictures in stitches carefully and takes home. P. 114</p> <p>Weaves, using simple loom. P. 114</p> <p>Makes simple objects/designs in macrame. P. 114</p>	<p>Creates a rich design in attaching on a variety of media. P. 203</p> <p>Creates a rich design in attaching on a variety of media. P. 203</p> <p>Creates a rich design in attaching on a variety of media. P. 203</p>	<p>Creates a rich design in attaching on a variety of media. P. 250</p> <p>Creates a rich design in attaching on a variety of media. P. 250</p> <p>Creates a rich design in attaching on a variety of media. P. 250</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><u>B. Music</u></p> <p>1. <u>Listening</u></p> <p>The student:</p> <p>Distinguishes between sounds around him, e.g. low, loud, slow, fast, soft, up, down. P. 51</p> <p>Produces and recognizes familiar sounds. P. 51</p> <p>Recognizes phrases and songs. P. 51</p> <p>Listens for enjoyment to music, stories with background music. P. 51</p> <p>Begins to recognize and identify the sounds of rhythm band instruments. P. 51</p> <p>Builds a repertoire of nursery rhymes, folk tales, and simple melodic compositions. P. 51</p> <p>2. <u>Singing</u></p> <p>Discovers the sound of his own voice. P. 51</p> <p>Recognizes that there are similarities in musical notes. P. 51</p>	<p>The student:</p> <p>Recognizes contrast in sound and repeated notes. P. 115</p> <p>Begins to distinguish between string and percussion instruments. P. 115</p> <p>Begins to recognize male and female voices. P. 115</p> <p>Builds repertoire of folk tales. P. 115</p>	<p>The student:</p> <p>Recognizes such tonal relationships as repeated skips. P. 204</p> <p>Develops increased ability to recognize tonal relationships, phrases, melodic patterns, rhythmic patterns, songs. P. 204</p> <p>Recognizes melody that tells a story. P. 204</p> <p>Increases length of time he enjoys listening to music. P. 204</p> <p>Builds repertoire of simple melodic compositions. P. 204</p> <p>Expands his listening repertoire. P. 204</p>	<p>The student:</p> <p>Develops increased ability to recognize tonal relationships. P. 281</p> <p>Practises good listening habits while extending the length of time he listens to musical selections. P. 281</p> <p>Increases his listening repertoire. P. 281</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Recognizes and sings easy rote songs. P. 51</p> <p>Participates in singing activities, group and individual. P. 52</p> <p>Demonstrates ability to sing loudly and softly. P. 52</p> <p>Demonstrates ability to sing in tune. P. 52</p>	<p>The student:</p> <p>Expands knowledge of rote songs. P. 115</p> <p>Begins to perform before an audience. P. 115</p> <p>Demonstrates awareness of dynamics: loud, soft, fast, slow. P. 115</p> <p>Demonstrates good singing habits. P. 115</p>	<p>The student:</p> <p>Sings simple rounds. P. 204</p> <p>Continues to increase repertoire of songs, including rounds. P. 205</p> <p>Participates in assembly programs. P. 205</p> <p>Strives for an acceptable tone quality. P. 205</p> <p>Demonstrates good habits in singing. P. 205</p> <p>Demonstrates initial awareness of customs, people, and heritage through songs. P. 204</p> <p>Recognizes music notation. P. 205</p>	<p>The student:</p> <p>Participates individually where appropriate. P. 281</p> <p>Demonstrates appropriate customs, people and heritage through songs. P. 281</p> <p>Recognizes that the relative position of the notes in the staff indicates melodic direction. P. 281</p> <p>Demonstrates the ability to play tonal patterns. P. 281</p> <p>Demonstrates increased ability to play both rhythm and melody. P. 281</p> <p>Demonstrates increased ability to read a basic score. P. 281</p>

3. Playing

- Takes part in rhythmic activities. P. 52
- Demonstrates ability to use rhythmic instruments. P. 52
- Demonstrates knowledge of simple tempo concepts in his playing: fast, slow, etc. P. 52

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>4. <u>Rhythmic</u></p> <p>The student:</p> <p>Recognizes fundamental rhythmic movements, e.g. walking, running, hopping, swaying. P. 52</p> <p>Demonstrates ability to perform or respond to simple rhythms with head, feet and body. P. 52</p> <p>Recognizes movement (tempo) of music through rhythmic activities. P. 53</p>	<p>The student:</p> <p>Associates basic rhythmic activities with appropriate music. P. 116</p> <p>Demonstrates recognition of tones of varying length. P. 116</p> <p>Participates in rhythmic experiences, e.g. folk dancing. P. 116</p> <p>Demonstrates relaxation, concentration and trust of self and others. P. 117</p> <p>Demonstrates body movement in a variety of situations (non-directed). P. 117</p> <p>Identifies environmental stimuli to the senses. P. 117</p> <p>Uses imagination to help characterization. P. 117</p> <p>Demonstrates ability to communicate meaning by altering voice and speech patterns. P. 117</p>	<p>The student:</p> <p>Demonstrates ability to reproduce rhythmic patterns. P. 282</p> <p>Demonstrates ability to express simple rhythmic patterns in many ways. P. 282</p> <p>Demonstrates increased ability to reproduce rhythmic patterns in various meters. P. 205</p> <p>Expresses simple rhythmic patterns through body response, vocal response, written response. P. 205</p> <p>Demonstrates relaxation, concentration and trust of self and others in group activities. P. 206</p> <p>Responds to environmental stimuli to the senses. P. 206</p> <p>Demonstrates ability to imagine a character's form and actions. P. 206</p> <p>Develops skill in communicating ideas and feelings. P. 206</p> <p>Demonstrates ability to give verbal responses in a variety of situations with other persons. P. 206</p>	<p>The student:</p> <p>Demonstrates ability to use senses as tool to develop a character. P. 283</p> <p>Demonstrates increased skill in communicating ideas and feelings. P. 283</p>
<p>341 C. <u>Drama</u></p> <p>Demonstrates relaxation, concentration and trust in individual activities. P. 54</p> <p>Demonstrates personal expression through using a variety of body movements, teacher directed. P. 54</p> <p>Demonstrates ability to respond through utilization of the five senses. P. 54</p> <p>Utilizes imagination to respond to situations in a variety of ways. P. 54</p> <p>Demonstrates ability to communicate verbally and nonverbally. P. 54</p>			

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Demonstrates ability to alter voice and speech patterns. P. 54</p> <p>Demonstrates ability to discuss character's actions. P. 54</p> <p>Demonstrates ability to give simple actions to characters. P. 54</p> <p>Demonstrates knowledge that a story is made up of related incidents. P. 54</p> <p>Demonstrates knowledge that there is a conflict between opposing characters. P. 54</p> <p>Demonstrates knowledge that an audience listens to, views and enjoys a presentation. P. 54</p>	<p>The student:</p> <p>Demonstrates ability to give speech or language to major characters. P. 117</p> <p>Demonstrates knowledge about what creates a character, e.g. actions, appearance. P. 117</p> <p>Demonstrates ability to imagine simple situations for characters. P. 117</p> <p>Demonstrates knowledge that scenery, lighting and costumes affect action of story. P. 117</p> <p>Gives critical non-verbal responses to presentation. P. 117</p>	<p>The student:</p> <p>Demonstrates knowledge that the main thought of a play is created by the characters and related incidents. P. 206</p> <p>Demonstrates ability to use fluency and control in verbal communication with another person or persons. P. 206</p> <p>Demonstrates knowledge of the use of language in a play. P. 206</p> <p>Develops skill in social interaction. P. 206</p> <p>Demonstrates increased personal responsibility. P. 206</p>	<p>The student:</p> <p>Demonstrates knowledge that his response to a presentation provides feedback to the players. P. 283</p> <p>Develops increased skill in social interaction. P. 283</p> <p>Demonstrates increased personal responsibility. P. 283</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><u>D. Crafts and Hobbies</u></p> <p>The student:</p> <p>Engages in the following activities according to interests and abilities:</p> <ul style="list-style-type: none"> - felcraft - plasticine modelling (simple pottery) - paper cutting - paper folding - paper weaving - burlap stitching (designs) - puppets (paper bag) - tissue paper craft - care of house plants - black and white picture taking - pet care. P. 55 	<p>The student:</p> <p>Engages in the following activities according to interests and abilities:</p> <ul style="list-style-type: none"> - cardboard construction - plaster of Paris - copper crafts - paper mache - puppets - hooked rugs - weaving - stitching - tile bead coasters and mats - models (commercial kits) - clay modelling - painting - planting seeds and rearing plants - color picture taking - macrame - pet care - collections (stamps, cards, insects, etc.). P. 118 	<p>The student:</p> <p>Engages in the following activities according to interests and abilities:</p> <ul style="list-style-type: none"> - leathercrafts - woodwork - basketry and raffia work - stuffed dolls, toys and animals - hooked rugs - weaving - crochet - knitting (wool) - tile (ceramic and mosaic) - embroidery - needlepoint - pottery - gardening and plant care - black and white developing - ceramics - painting - carving - sewing - pet care - collections (stamps, cards, insects, etc.). P. 207 	<p>The student:</p> <p>Engages in the following activities according to interests and abilities:</p> <ul style="list-style-type: none"> - gardening and plant care - fly tying - lapidary (work and clubs) - pet care - collections (stamps, cards, insects, etc.) - handicrafts. P. 284
<p><u>CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY</u></p> <p><u>A. Home and Family</u></p> <p>Identifies own family members by name. P. 56</p>	<p>Identifies members of extended family by name. P. 119</p>		

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <ul style="list-style-type: none"> Identifies what constitutes a family. P. 56 Identifies own family members by role. P. 56 Identifies ways in which immediate family is unique. P. 56 Assumes responsibility for self appropriate to age: dressing self, snack preparation, keeping room tidy. P. 56 Differentiates between personal, family and public property. P. 56 Identifies privileges and consequences associated with family roles and routines. P. 56 Demonstrates awareness that families change because of separation and addition through death, divorce, marriage, birth. P. 56 	<p>The student:</p> <ul style="list-style-type: none"> Identifies members of extended family by role. P. 119 Identifies ways in which extended family is unique. P. 119 Demonstrates knowledge that family life differs in rural/urban settings. P. 119 Assumes responsibilities within the family. P. 119 Assumes responsibility for personal property. P. 119 Assumes responsibility for own behavior. P. 119 Identifies factors which cause change in families: moving, illness, alcoholism, disability. P. 119 	<p>The student:</p> <ul style="list-style-type: none"> Identifies what constitutes a family from societal, legal perspective. P. 208 Identifies how roles and responsibilities change with age. P. 208 Identifies tasks associated with roles family members may assume in community. P. 208 Participates responsibility in decision making process in the family. P. 208 Identifies and utilizes strategies for coping with family change. P. 208 	<p>The student:</p> <ul style="list-style-type: none"> Assumes roles and responsibilities associated with being an independent adult. P. 255 Makes decisions independently concerning the welfare of the family. P. 285

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Identifies community helpers: neighbors, block parents, firemen, policemen, nurses. P. 56</p> <p>B. School</p> <p>Identifies classmates and significant staff members by name. P. 57</p> <p>Identifies classmates and significant staff members by role. P. 57</p> <p>Accepts responsibility for personal property. P. 57</p> <p>Differentiates between personal, private and public property. P. 57</p> <p>Demonstrates respect for the personal property of others within the class. P. 57</p> <p>Identifies school rules. P. 57</p> <p>Identifies privileges and consequences associated with school rules and routines. P. 57</p> <p>Accepts responsibility for own behavior and duties appropriate to age. P. 57</p>	<p>The student:</p> <p>Identifies functions of community helpers. P. 119</p> <p>Identifies classmates and majority of staff members with whom he deals. P. 120</p> <p>Identifies classmates and majority of staff members by role. P. 120</p> <p>Accepts responsibility for personal and public property. P. 120</p> <p>Demonstrates respect for the personal property of others within the school. P. 120</p> <p>Discusses reasons for school rules. P. 120</p>	<p>The student:</p> <p>Identifies family service agencies, e.g. Social Services and Community Health.</p> <p>Identifies resource personnel by role. P. 209</p> <p>Assumes responsibility for personal and public property. P. 209</p> <p>Demonstrates respect for the personal property of others. P. 209</p> <p>Participates in decisions regarding rules. P. 209</p>	<p>The student:</p> <p>Communicates cooperatively with agencies which affect the family unit. P. 285</p> <p>Identifies significant educational authorities by role. P. 286</p> <p>Assumes responsibility for personal and public property. P. 289</p> <p>Demonstrates respect for the personal property of others. P. 286</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Responds to authority in the school. P. 57</p> <p>C. Community and Country</p> <p>States the name of his community and town or city. P. 58</p> <p>Identifies the Canadian Flag. P. 58</p> <p>Identifies common community helpers, e.g. scout leader, minister. P. 58</p> <p>States the role of common community helpers. P. 58</p> <p>Identifies common neighborhood facilities, e.g. playground. P. 58</p> <p>States the purpose or function of common community facilities, e.g. community centers. P. 58</p>	<p>The student:</p> <p>Responds to authority in the school. P. 120</p> <p>Responds to elected authority in the school. P. 120</p> <p>Defines a community. P. 121</p> <p>States the name of his town or city, province and country. P. 121</p> <p>Identifies and explains the symbolism in the Canadian flag. P. 121</p> <p>Identifies common city or town facilities, e.g. historical park. P. 121</p> <p>Visits a local recreation facility. P. 121</p> <p>States the purpose of common city or town facilities, e.g. swimming pools. P. 121</p>	<p>The student:</p> <p>Participates responsibly in delegating authority. P. 209</p> <p>Participates responsibly in electing authority. P. 209</p> <p>States the name of city, country, and continent. P. 210</p> <p>Demonstrates knowledge of the words of the national anthem. P. 210</p> <p>Identifies common provincial "helper" or service agencies, e.g. social services. P. 210</p> <p>States the role of common provincial "helper" or service agencies. P. 210</p> <p>Identifies common provincial agencies and facilities, e.g. national parks. P. 210</p> <p>States the purpose of common provincial facilities and agencies, e.g. health, agriculture, labor. P. 210</p>	<p>The student:</p> <p>Assumes a delegated position of authority in a responsible manner. P. 286</p> <p>Participates in the community in capacity of roles. P. 287</p> <p>Identifies positions of authority in the community. P. 287</p> <p>Explains the purpose and meaning of Canadian flag and anthem. P. 287</p> <p>States the roles of common provincial helper agencies. P. 287</p> <p>Identifies common federal facilities and agencies, e.g. Department of Transport. P. 287</p> <p>Locates and explains government services. P. 287</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Recognizes cultural differences within own community. P. 58</p> <p>Identifies some cultural differences within one neighborhood. P. 58</p> <p>Demonstrates awareness of community rules and routines, e.g. crosswalk. P. 58</p> <p><u>D. Current Events</u></p> <p>States newsworthy events witnessed or heard. P. 59</p> <p>Recognizes that events occur outside of home and school. P. 59</p> <p>Recognizes that television, press, and radio help disseminate information. P. 59</p>	<p>The student:</p> <p>Demonstrates awareness of cultural differences within own city or town, e.g. Western Indian, Eastern Indian. P. 121</p> <p>Identifies cultural differences within own community. P. 121</p> <p>Demonstrates awareness of city or town rules and laws, e.g. pedestrian right. P. 121</p> <p>Recalls major news events from media. P. 122</p> <p>Selects a radio or television news-cast. P. 122</p> <p>Gathers basic weather information. P. 122</p> <p>Recalls daily weather report. P. 122</p> <p>Identifies weather as an event beyond personal control. P. 122</p>	<p>The student:</p> <p>Recognizes cultural differences within Canada, two official languages, etc. P. 210</p> <p>Demonstrates knowledge of provincial rules and laws. P. 210</p> <p>Identifies how laws are made and by whom. P. 210</p> <p>Recalls daily news and weather cast. P. 211</p> <p>Discusses and differentiates between major stories. P. 211</p> <p>Selects a radio, television, newscast or press report. P. 211</p>	<p>The student:</p> <p>Demonstrates awareness of cultural differences throughout the world, e.g. language, customs, currency. P. 287</p> <p>Demonstrates awareness of various levels of legislation. P. 287</p> <p>Demonstrates understanding of legal rights and responsibilities. P. 287</p> <p>Discusses major local, provincial, national news stories. P. 288</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>E. <u>Environmental Education</u></p> <p>L. <u>Ecology</u></p> <p>The student:</p> <p>Classifies living organisms. P. 60</p> <p>Identifies basic requirements necessary for growth of living organisms. P. 60</p> <p>Identifies environments where plants and animals live. P. 60</p> <p>Assumes some responsibility for the care of a living organism. P. 61</p> <p>Identifies appropriate ways to behave with wild and domestic animals. P. 60</p> <p>2. <u>Natural Phenomena</u></p> <p>Describes weather from outdoor conditions. P. 61</p>	<p>The student:</p> <p>Classifies related species. P. 123</p> <p>Classifies plant material on two or more dimensions. P. 123</p> <p>Demonstrates some knowledge of laws dealing with animal care, e.g. pet licensing. P. 123</p> <p>Assumes responsibility for the care of a living organism. P. 123</p> <p>Recognizes and appreciates man as a builder of the world of nature. P. 123</p> <p>Predicts weather from sky conditions/descriptions. P. 123</p> <p>States how weather affects daily life. P. 124</p>	<p>The student:</p> <p>States some laws dealing with animal care. P. 212</p> <p>Recognizes the positive/negative effects of man's intervention in nature. P. 212</p> <p>States how weather affects the life of others, e.g. farmer. P. 213</p>	<p>The student:</p> <p>Demonstrates knowledge of reasons why fees are charged, e.g. park fees, license fees. P. 289</p> <p>Practises responsibility with regards to the natural environment. P. 289</p> <p>Identifies the positive/negative effects of man's intervention in nature. P. 289</p> <p>Demonstrates knowledge of long term effects of weather, e.g. dry summer-poor crop. P. 289</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Identifies some characteristics of each season. P. 61</p> <p>3. <u>Energy</u></p> <p>Identifies sources of heat and light. P. 61</p> <p>4. <u>Pollution</u></p> <p>Identifies and disposes of litter. P. 62</p> <p>States reasons for not littering. P. 62</p> <p>Recognizes that clean air/water is necessary for good health. P. 62</p>	<p>The student:</p> <p>States characteristics of each season. P. 124</p> <p>Demonstrates knowledge of alternate energy sources, e.g. wood burning fireplaces, solar heating. P. 124</p> <p>Recognizes the need to modify climate by such techniques as heating houses or clothing. P. 124</p> <p>Demonstrates awareness that the energy used to heat his home and provide other utilities costs money. P. 124</p> <p>Demonstrates awareness of a variety of environmental considerations, e.g. while walking, riding various vehicles. P. 125</p>	<p>The student:</p> <p>Demonstrates some understanding of natural disasters, e.g. earthquake. P. 213</p> <p>Demonstrates knowledge of alternate energy sources, e.g. coal, windmill. P. 213</p> <p>Demonstrates ability to make responsible energy choices in daily life. P. 213</p> <p>Demonstrates knowledge of the necessity for proper disposal methods when using outdoor facilities, e.g. toilet, cooking. P. 213</p>	<p>The student:</p> <p>Demonstrates understanding of natural disasters, e.g. tornado. P. 289</p> <p>States advantages/disadvantages of various energy sources. P. 290</p> <p>Demonstrates knowledge of non-renewable resources. P. 290</p> <p>Demonstrates responsibility in making energy-consumption decisions. P. 290</p> <p>Demonstrates correct disposal methods, e.g. napkins, dish water. P. 290</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Identifies several jobs and workers who help us to preserve the environment, e.g. grounds-keeper, street-cleaners, garbage collectors. P. 63</p> <p>Identifies places where noise control is required, e.g. library. P. 63</p>	<p>The student:</p> <p>Selects one field of work that is related to pollution control. P. 125</p> <p>Recognizes those aspects of his world that are related to preserving his environmental safety. P. 125</p> <p>Demonstrates knowledge that conservation through wise use saves money. P. 126</p>	<p>The student:</p> <p>Demonstrates knowledge of service industries to aid a community in sanitation and environmental areas. P. 213</p> <p>Demonstrates awareness of the contribution made by these industries, e.g. bottle depot workers, environmental control agencies, parks and wildlife workers. P. 214</p> <p>Recognizes importance of pollution control laws, including noise pollution. P. 214</p> <p>Recognizes that there are socially acceptable methods of showing his disapproval of environmentally damaging practices. P. 214</p> <p>Demonstrates knowledge of reasons for conservation, e.g. depletion of natural resources. P. 215</p>	<p>The student:</p> <p>Examines one field of work that is carried out in the natural setting, e.g. landscape worker, tree nursery worker, lumber or forestry worker. P. 291</p> <p>Demonstrates knowledge of environmental service industries. P. 290</p> <p>Demonstrates knowledge of the regulations in existence to protect the environment. P. 291</p> <p>States fines that can be levied for littering, illegal dumping, improper weed control, etc. P. 291</p> <p>Recognizes his right to speak out if he sees an environmental offence that affects his enjoyment of nature or his health, e.g. smoking. P. 290</p> <p>Demonstrates knowledge of responsibilities involved with car ownership. P. 292</p> <p>Demonstrates knowledge of reasons for conservation, e.g. pest. P. 293</p>

5. Conservation

Demonstrates some understanding of recycling concept. P. 63

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Demonstrates awareness of various ways to conserve energy. P. 64</p> <p>Recognizes his responsibility to preserve the environment, e.g. not damaging trees. P. 64</p> <p>6. Safety</p> <p>Demonstrates knowledge of safety rules that apply to the outdoors, e.g. buddy system, lost procedures. P. 64</p> <p>Demonstrates knowledge of the dangers inherent in everyday outdoor tools and chemicals: knives and axes, insect repellent sprays, camp-stove fuels, etc. P. 64</p> <p>States, discusses and follows water safety rules, e.g. never go swimming alone, never go into a boat without a life-jacket. P. 64</p> <p>Demonstrates awareness of the danger inherent in fire and the effect that it can have on the environment. P. 65</p>	<p>The student:</p> <p>Demonstrates knowledge that proper insulation in a home can save on fuel costs but may require an initial expense. P. 126</p> <p>Demonstrates knowledge and appreciation for the use of energy saving modes of travel, e.g. bicycle, public transport, walking. P. 126</p> <p>Given a choice of two equal products opts for the one with fewer negative environmental effects. P. 126</p> <p>Practises safety rules that apply to the outdoors. P. 127</p> <p>Demonstrates knowledge of water-safety rules. P. 127</p> <p>Demonstrates knowledge of fire prevention methods. P. 127</p> <p>Demonstrates ability to go to appropriate locations if caught in inclement or potentially dangerous weather. P. 128</p>	<p>The student:</p> <p>Demonstrates ability to select energy saving modes of travel, e.g. bicycle. P. 215</p> <p>Practises safety rules that apply to outdoors. P. 215</p> <p>Demonstrates ability to swim and drown-proof. P. 216</p> <p>Demonstrates small-craft water safety. P. 215</p>	<p>The student:</p> <p>Practises various methods of conservation, e.g. recycling paper. P. 293</p> <p>Demonstrates competency and safety in the performance of several out-of-door activities about the home, e.g. use of a lawn mower, care and use of a rotatiller, proper use of a step or extension ladder. P. 293</p> <p>Practises water safety, e.g. swimming and boating. P. 293</p>

EMH LIVING VOCATIONAL SKILLS OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Demonstrates the knowledge of the danger involved in such practices:</p> <ul style="list-style-type: none"> - drinking water from unsafe sources - eating snow - eating wild berries, mushrooms, etc. <p>P. 65</p>	<p>The student:</p> <p>Selects essential equipment for carrying when outdoors, e.g. pocket survival kit when camping. P. 127</p> <p>Demonstrates a basic awareness of first aid for minor injuries, e.g. nettles, insect stings, small cuts, minor burns. P. 128</p> <p>Recognizes people in positions of authority in parks, campsites, and public outdoor centers, and demonstrates awareness of their ability to help in emergencies. P. 128</p>	<p>The student:</p> <p>Demonstrates some knowledge of survival methods. P. 215</p> <p>Demonstrates some knowledge of disease transmitted by animals. P. 215</p> <p>Recognizes risks involved in traveling on frozen lakes or rivers. P. 216</p>	<p>The student:</p> <p>Demonstrates ability to practise survival methods. P. 293</p> <p>Demonstrates knowledge of possible dangers of various terrains. P. 293</p>

APPENDIX B
STUDENT PROFILE
CHECKLIST

Student Profile

Date: _____ (Color code) _____

Date: _____ (Color code) _____

[illegible]

Citizenship and Individual Responsibility

Leisure/Recreation Skills

Motor Development and Physical Activities

Money Management

Home
ManagementWorld
of Work

Safety

Health

Travel

Understanding Self and Getting Along With Others

Student Profile

Name: _____ Date: _____ Age: _____

Scores: To determine placement level, use the following guide:

<u>Number Correct</u> (8 possible)	0 - 2	Level 1
	2 - 3	Level 2
	4 - 5	Level 3
	6 - 7	Level 4

Components:

	I	II	III	IV	V	VI	VII	VIII	IX	X
Score:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
Level:	_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Note: The student profile is an approximate placement guide. It is intended to be used to obtain the level of functioning in the living/vocational skills section. Specific placement is obtained by using overview sheets which contain all the objectives.

CHECKLIST - PLACEMENT AND ASSESSMENT

Level 1 - 4

Instructions: Circle the student responses to item.
Add up the number of "Yes" responses and place on the score line.
Instructions for placement in levels of different areas appear on
the Student Profile.

There are ten components of the checklist.

I. Understanding Self and Getting Along with Others

1. States/writes: full name, age,
full address, telephone number. Yes No
2. Identifies by direct reference
to people in the classroom or
immediate community. Yes No
3. States/writes:
- locality, province, ethnic
 background
- ages of family members
- birth date
- classroom number Yes No
4. Recognizes violation of basic
societal values (loyalty,
respect, acceptance, freedom,
equality, empathy, responsi-
bility, interdependence,
individuality). Yes No
5. Identifies extended family
relationships. Yes No
6. Demonstrates the need for
protection of self and property. Yes No
7. Identifies the need and function
of self-identifying information
(student I.D. number, social
insurance number, birth
certificate). Yes No
8. Demonstrates understanding
of concepts of human rights
(dignity and equality). Yes No

II. Travel

1. Identifies ways people can travel
(walking, bicycle, school bus,
private and public transportation). Yes No
2. States where to go for help if lost. Yes No
3. Identifies and understands a broader
range of safety and traffic rules. Yes No
4. Demonstrates appropriate behavior
and knowledge of rules (while
traveling). Yes No
5. Identifies, understands and states
an increased range of safety and
traffic laws, including highway and
civic laws for vehicles. Yes No
6. Identifies agencies that help
travellers (A.M.A., R.C.M.P., local
police). Yes No
7. Demonstrates understanding of a
full range of regular safety and
traffic rules and laws. Yes No.
8. Travels independently beyond
community (arranges accommodation,
transportation, meals, costs). Yes No

SCORE: _____

SCORE: _____

III. Health

- | | |
|--|--------|
| 1. Identifies a variety of foods and sources from which they come. | Yes No |
| 2. Identifies some health helpers and their function (nurse, doctor). | Yes No |
| 3. Demonstrates knowledge that the body needs food for growth and for energy at work and play. | Yes No |
| 4. Identifies mental health personnel and their function (school psychologist, school guidance counsellor). | Yes No |
| 5. Demonstrates expanded knowledge of the four basic food groups and roles of nutrients for growth, health and energy. | Yes No |
| 6. Recognizes the importance of having a family doctor and dentist. | Yes No |
| 7. Demonstrates ability to select nutritious foods for a well-balanced diet. | Yes No |
| 8. Demonstrates ability to utilize health services. | Yes No |

SCORE: _____

IV. Safety

- | | |
|--|--------|
| 1. Identifies dangers associated with various areas in the home and school, e.g. sharp object, electrical outlets. | Yes No |
| 2. Seeks help when injured. | Yes No |
| 3. Demonstrates knowledge of how accidents can be prevented. | Yes No |
| 4. Recognizes source of help in time of emergency. | Yes No |
| 5. Follows routine safety procedures, e.g. fire, shop. | Yes No |
| 6. Demonstrates ability to utilize emergency services. | Yes No |
| 7. Demonstrates independence and reliability in coping with dangers and accidents. | Yes No |
| 8. Identifies the responsibilities of owning a car. | Yes No |

SCORE: _____

V. World of Work

- | | |
|---|--------|
| 1. Manipulates a variety of construction materials and tools, e.g. hammer, scissors, egg beater. | Yes No |
| 2. Accepts rules (home, school). | Yes No |
| 3. Identifies more tools and demonstrates greater proficiency in their use, e.g. hand saw. | Yes No |
| 4. Develops awareness that people must look for jobs. | Yes No |
| 5. Selects and uses appropriate tools for a specific project. | Yes No |
| 6. Recognizes that there is human rights legislation. | Yes No |
| 7. Organizes and cares for tools and equipment. | Yes No |
| 8. Demonstrates knowledge how to utilize community services related to worker's rights, e.g. Human Rights Commission. | Yes No |

SCORE: _____

VI. Home Management

- | | |
|---|--------|
| 1. Identifies different types of stores, e.g. men's/women's clothing stores, shoes. | Yes No |
| 2. Demonstrates ability to help mother care for siblings. | Yes No |
| 3. Stores outer clothing properly. | Yes No |
| 4. Recognizes importance of prevention and care of disease. | Yes No |
| 5. Demonstrates ability to clean clothing, e.g. launder. | Yes No |
| 6. Demonstrates ability to administer first aid. | Yes No |
| 7. Interprets washing, cleaning and care labels on articles of clothing. | Yes No |
| 8. Recognizes emotional and physical needs of children. | Yes No |

SCORE: _____

VII. Money Management

- | | |
|--|--------|
| 1. Lists sources of money,
e.g. parents, job, hobby. | Yes No |
| 2. Saves own money. | Yes No |
| 3. Names jobs for which payment
is made. | Yes No |
| 4. Demonstrates understanding that
prices of familiar items vary
from time to time. | Yes No |
| 5. Names factors that affect wages,
e.g. training, time, danger,
seasonal. | Yes No |
| 6. Describes circumstances when
borrowing is appropriate. | Yes No |
| 7. Calculates money earned, gross/
net pay, regular/overtime,
weekly, monthly, annually. | Yes No |
| 8. Demonstrates ability to utilize
banking services. | Yes No |

SCORE: _____

VIII. Motor Development and Physical
Activities

- | | |
|--|--------|
| 1. Demonstrates a variety of movements,
e.g. locomotion-leaping, etc. and
others, e.g. tumbling, striking. | Yes No |
| 2. Demonstrates respect for other's
property. | Yes No |
| 3. Demonstrates a variety of movement
combinations, e.g. throwing and
catching, ball handling and running. | Yes No |
| 4. Demonstrates knowledge of the rights
of others. | Yes No |
| 5. Demonstrates proficiency in movement
combinations. | Yes No |
| 6. Practises sportsmanship in team
games. | Yes No |
| 7. Demonstrates greater proficiency
in games and sports. | Yes No |
| 8. Demonstrates ability to budget time
for active use of leisure time. | Yes No |

SCORE: _____

IX. Leisure/Recreation Skills

- | | |
|---|--------|
| 1. Tears shapes from paper. | Yes No |
| 2. Engages in (craft and hobby) activities according to interests and abilities, e.g. paper weaving. | Yes No |
| 3. Cuts a definite shape with blunt scissors. | Yes No |
| 4. Demonstrates knowledge that scenery, lighting affect the action of story (drama). | Yes No |
| 5. Demonstrates ability to sew, lace, tie, pin and staple in making constructed items. | Yes No |
| 6. Demonstrates skill in communicating ideas and feelings (drama). | Yes No |
| 7. Builds imaginative toys from familiar materials. | Yes No |
| 8. Demonstrates knowledge that his response to a presentation provides feedback to the players (drama). | Yes No |

SCORE: _____

X. Citizenship and Individual Responsibility

- | | |
|---|--------|
| 1. Identifies own family members by name. | Yes No |
| 2. Demonstrates awareness of danger inherent in fire and the effect it can have on the environment. | Yes No |
| 3. Identifies members of extended family by name. | Yes No |
| 4. Recognizes people in positions of authority in parks, etc. | Yes No |
| 5. Identifies what constitutes a family from societal-legal perspective. | Yes No |
| 6. Demonstrates some knowledge of disease transmitted by animals. | Yes No |
| 7. Assumes roles and responsibilities associated with being an independent adult. | Yes No |
| 8. Demonstrates knowledge of possible dangers of various terrains. | Yes No |

SCORE: _____

APPENDIX C

RESOURCES

LEVEL 1

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Activities for Developing Positive Self Awareness - Milliken Publishing Co.

Big Box - Body and Self Awareness - Devleopmental Learning Materials

Body Imagery: Body Awareness Activities - Milton Bradley

The Centering Book - Prentice-Hall Inc.

Conflict Management - Princeton University Press

Discover: Self and Society - Follett Publishing Company

D.U.S.O. - Psycan

Focus on Self Development - Science Research Assoc.

Free to be You and Me - McGraw-Hill Publishing Company

Got to be Me - Argus Communications

I Know How You Feel - Thomas Nelson and Sons

Interaction IV - Raintree Publications

Journey to Success - Kahl's Inc.

Listening Games - MacMillan Publishing Co.

Magic Circle - Human Development Training Institute

Man and His World Series - Bowmar/Noble

Man in a World of Change Series - Benefic Press

Moods and Emotions - David C. Cooke Publishing

Mostly Me - Good Apple Inc.

People in a World of Change Series - Benefic Press

Primarily Me - Good Apple Inc.

Project Me: Let's Look For ... - Thomas Nelson and Sons

Second Centering Book - Prentice-Hall Inc.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS (CONT'D.)

Social Learning Curriculum Kits - Charles E. Merrill Pub. Inc.

Social Perceptual Training Kit for Community Living - Educational Activities

Understanding Your Feelings and Emotions - Prentice-Hall Inc.

What Does It Mean? - Addison Wesley Publishing Co. Inc.

Who's Afraid of the Big Bad Wolf? - Kahl's Inc.

TRAVEL

Road Signs of the Times - Ideal School Supply Co.

Survival Signs - Ideal School Supply Co.

HEALTH

Body Imagery: Body Awareness Activities - Milton Bradley

Body Parts Dice Game - Developmental Learning Materials

Canada Food Guide - Department of Public Health

Department of Agriculture Materials

Foods: Where Do They Come From? - Kahl's Inc.

Handle With Care Series - International Tele-film Enterprises

Milk Foundation Materials - Local Milk Foundation

Peabody Language Development Kit - Psycan

Peabody Song Kit - Psycan

Self-Care Sequential Cards - Developmental Learning Materials

Squeegee Learns About Drugs - Kahl's Inc.

Vital Vittles Win the West - Kahl's Inc.

SAFETY

Bus Driver's Helpers - International Tele-film Enterprises

Donald's Fire Survival Plan - Magic Lantern

SAFETY (CONT'D.)

Fire in Town - National Film Board

How to Have an Accident at Home - Magic Lantern

How to Have an Accident at Work - Magic Lantern

I'm No Fool as a Pedestrian - Magic Lantern

I'm No Fool Having Fun - Magic Lantern

I'm No Fool in Water - Magic Lantern

I'm No Fool with Electricity - Magic Lantern

One Little Indian - National Film Board

Peabody Song Kit - Psycan

Playground Safety: The Peeperkorns - McGraw-Hill

Prevent: A Handbook of Classroom Ideas - Educational Performance Associates

Safety in the Home - Library Sound Services

Safety in Transit - International Tele-film Enterprises

Who's Afraid of the Big Bad Wolf? - Kahl's Inc.

WORLD OF WORK

All About Manners - Kahl's Inc.

Career Association Cards - Developmental Learning Materials

Career Cards - Milton Bradley

Careers Loto Game - Milton Bradley

Community Helpers - Ideal School Supply Co.

Consumer Sequential Cards - Developmental Learning Materials

Courtesy in the Community - Childrens' Press

A Good Worker - Mafex Associates

I.P.A. Manual (Integrated Practical Activities) - Alberta Education

WORLD OF WORK (CONT'D.)

The I Want to Be Books - Scholar's Choice

Ladybird Books: Careers - Scholar's Choice

Magic Circle - Human Development Training Institute

Modern Workers for Career Awareness - Scholar's Choice

Occupational Alphabet - Western Educational Activities

One Hundred Ways to Enhance Self-Concept in the Classroom - Prentice-Hall Inc.

Our Helpers - Milton Bradley

Positive Attitude Posters - Economic Press

Sign-A-Mite - Mafex Associates

Stories About Workers - Frank E. Richards

Workjobs I and II - Addison Wesley

Workjobs for Parents - Addison Wesley

HOME MANAGEMENT

Clothing and Textiles Educational Materials Directory - National Home Sewing
Association

Dishes and Utensils - Scholar's Choice

Happy Housekeepers - Frank E. Richards

Household Items - Instructo Publishing

Kids in the Kitchen - Peninsula Publishing

Lessons in Living - Ginn and Co.

Sew It Yourself - Gage

Training for Independence: Dress Skills - Developmental Learning Materials

Turn Kids on to Good Food - Wise Owl

Words to Wear - Barnell Loft Ltd.

MONEY MANAGEMENT

A Course in Coins - Mafex Associates
Dollars and Sense - Fearon
How Money and Credit Help Us - Benefic Press
Let's Go Shopping - Frank E. Richards
Money Math - Mafex Associates
The Story of Money - Folcroft Library Editions
Your World of Money - Canadian Broadcasting Corporation

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Creative Games for Learning - Council for Exceptional Children
Creative Play for the Developing Child - Fearon
D.U.S.O. - American Guidance Service Inc.
Guidelines to Basic Learning Skills - Med Publishers
I Can Kits - Hubbard Scientific Co.
Move-Grow-Learn - Follett Publishers
Perceptual Motor Development Series - Fearon Pitman
Special Education Teaching Games - T.E. Denison Co.
Teaching Your Wings to Fly - Prentice-Hall
Until the Whistle Blows - Prentice-Hall

LEISURE/RECREATION

Arts and Crafts for Slow Learners - Instructo
Arts and Crafts for Special Education - Fearon
Creative Art for Learning - Council for Exceptional Children
Creative Art Tasks for All Children - Love Publishing
Creative Dramatics for All Children - Association for Childhood Education
International

LEISURE/RECREATION (CONT'D.)

Creative Movement for Special Education - Fearon
Creative Play for the Developing Child - Fearon
Dance Movement Experience Cards - Educational Insights
Drama With Children - Harper and Rowe Pub.
Easy Crafts for the Classroom - Instructo
Elementary Art Curriculum Guide - Alberta Department of Education
Hap Palmer Records - Activity Records
I.P.A. Manual (Integrated Practical Activities) - Alberta Education
Idea - Developmental Experiences Through Art - Follett
It's Me! Building Self-Concepts Through Art - Teaching Resources
Learning Through Art - Ginn and Co.
Music for Special Education - Silver Burdett Co.
Reaching the Special Learner Through Music - Silver Burdett Co.
Simple Stunts for Children - Kimbo Educational
Teaching with Creative Dramatics - National Textbook
Telling Stories Through Movement - Copp Clark
Tom Thumb Early Learning Library - Thomas Nelson & Sons

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Animal Classification - Where Do They Belong - Ideal
Animal Sorting Games - Devleopmental Learning Materials
Animals Around You - National Geographic Society
Animals Near Your Home - National Geographic Society
Creative Science Experiences for the Young Child - Incentive Pubs.
Energy Conservation - Burbank
ESS/Special Education Teacher's Guide - McGraw-Hill

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY (CONT'D.)

Family Countdown - Scholastic Book Services
Family Value - Scholastic Book Services
Flora and Fauna Kit - Government of Alberta
Let's Find the Pollution Solution - January Productions
A Look at Divorce - Lerner Publications Co.
Mom's New Job - Raintree Publications
Ourselves - MacDonald Educational Supply
Places Where Plants and Animals Live - National Geographic Society
Pollution Solution - Burbank
Schools Without Failure - Harper and Rowe
Take a Look at Nature - Creative Teaching Press
Thinking Box - Thinking Skills Development Program - Benefic Press
What is a Community - Oxford University Press
Where is Daddy? The Story of Divorce - Beacon Press

LEVEL 2

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Activities for Developing Positive Self Awareness - Millekan Publishing Co.

All About Manners - Kahl's Inc.

Big Box - Body and Self Awareness - Developmental Learning Materials

The Centering Book - Prentice-Hall

Conflict Management - Princeton University Press

Conflict Management Curriculum Book - Human Development Training Institute

Discover: Self and Society - Follett Publishing Co.

D.U.S.O. - Psycan

Experimental Development Program - Benefic Press

Family Countdown - Kahl's Inc.

Focus on Self Development - Science Research Assoc.

Free to Be ... You and Me - McGraw-Hill Publishing Co.

Got To Be Me - Argus Communications

I Know How You Feel - Thomas Nelson and Sons

Interaction IV - Raintree Publications

I've Got Me and I'm Glad - Incentive Publication

Journey to Success - Kahl's Inc.

Listening Games - MacMillan Publishing Co.

Magic Circle - Human Development Training Institute

Man in a World of Change Series - Benefic Press

Me and Others - Educational Design

Moods and Emotions - David C. Cooke Publishing

Mostly Me - Good Apple Inc.

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS (CONT'D.)

Peace, Harmony and Awareness - A Relaxation Awareness Program for Children -
Incentive Publications

Primarily Me - Good Apple Inc.

Project Me: Let's Look For - Thomas Nelson and Sons

Rainbow Activities: 50 Multicultural/Human Relations Experiences - Creative
Teaching Press

Relaxation - A Comprehensive Manual for Adults, Children and Children with
Special Needs - Research Press Company

Sandman's Land - Developmental Learning Materials

Schools Without Failure - Harper and Rowe

Second Centering Book - Prentice-Hall Inc.

Social Learning Curriculum Kits - Charles E. Merrill Publishing Inc.

This is Me - Argus Communications

Toward Affective Development - Psycan

When Two Divide - Kahl's Inc.

Who's Afraid of the Big Bad Wolf - Kahl's Inc.

TRAVEL

Basic Map Skills - SETSCO Educational

Bicycle Safety - Library Sound Services

Five Map Skills - Game Boards - Scholar's Choice

Road Signs of the Times - Ideal School Supply Co.

Survival Signs - Ideal School Supply Co.

HEALTH

Almost Everyone Does - Wombat

Body Parts Dice Game - Developmental Learning Materials

Calgary Milk Foundation Materials

HEALTH (CONT'D.)

Canada Food Guide - Department of Public Health

Drugs - Friend or Foe - Kahl's Inc.

Food for Health - International Tele-film Enterprises

Food for Thought - Kahl's Inc.

Foods We Eat - Coronet

Foods: Where Do They Come From - Kahl's Inc.

Human Growth Series - Marshfilm

Milk Foundation Materials - Local Milk Foundation

The Problem: Acne - Interpretive Education

Self Care Sequential Cards - Developmental Learning Materials

Self Care Series - Library Sound Services

Squeegee Learns About Drugs - Kahl's Inc.

Vital Vittles Win the West - Kahl's Inc.

SAFETY

Fire in Town - National Film Board

How to Have an Accident at Home - Magic Lantern

I.P.A. Manual (Integrated Practical Activities) - Alberta Education

Prevent: A Handbook of Classroom Ideas - Educational Performance Associates

Road Signs of the Times - Ideal School Supply Co.

Safety in the Home - Library Sound Services

Safety Series - Marshfilm

Tiger, Tiger Burning Bright - Kahl's Inc.

Whatever Happened to Linda - Kahl's Inc.

Who's Afraid of the Big Bad Wolf - Kahl's Inc.

Prevent: A Handbook of Classroom Ideas - Educational Performance Associates

WORLD OF WORK

At Least A Thousand Things To Do - Incentive Publications
Attitude and Safety Posters - Worker's Compensation Board of Alberta
Career Association Cards - Developmental Learning Materials
Career Awareness Program - Scholar's Choice
Career Cards - Milton Bradley
Careers Loto Game - Milton Bradley
Community Helpers - Ideal School Supply Co.
Deal Me In - Jeffrey Norton
Functional Word Phrases for Everyday Living - Frank E. Richards
Getting a Job - Fearon
A Good Worker - Mafex Assoc.
I.P.A. Manual (Integrated Practical Activities) - Alberta Education
I Want To Be Books - Scholar's Choice
I've Got Me and I'm Glad - Western Educational Activities
Jobs From "A to Z" - Frank E. Richards
Kid's Stuff - Incentive Publications
Ladybird Books: Careers - Scholar's Choice
Making It On Your Own - Frank E. Richards
Me and Others - Educational Design Inc.
My Dad's A Park Ranger - Scholar's Choice
Occupational Alphabet - Western Educational Activities
100 Ways to Enhance Self-Concept in the Classroom - Prentice-Hall Inc.
Perhaps I'll Be ... Series - McClelland and Stewart
Positive Attitude Posters - Economic Press

WORLD OF WORK (CONT'D.)

Real People at Work - Occupational Awareness Program - Educational Research
Council of Alberta

Sign-A-Mite - Mafex Assoc.

Stories About Workers - Frank E. Richards

The Mouse, the Monster and Me - B.L. Winch and Associates

Using Community Resources - Follett

Workjobs I and II - Addison Wesley

HOME MANAGEMENT

ABC Cookery - Argus Communications

Classroom Cookery - Creative Teaching Press

Clothing Care Series - Kahl's Inc.

Crunchy Bananas - Nitty Gritty Publications

Food Planning - Kahl's Inc.

Planning Meals and Shopping - Fearon

What's Cooking - Bowmar

MONEY MANAGEMENT

A Course in Coins - Mafex Associates

Budgeting Series - Interpretive Education

Managing Your Money - Western Educational Activities

Money Math - Mafex Associates

Your Family and It's Money - Houghton-Mifflin

Your World of Money - Canadian Broadcasting Corp.

MOTOR DEVELOPMENT

Becoming Yourself - St. Anthony Messenger Press

Creative Games for Learning - Council for Exceptional Children

MOTOR DEVELOPMENT (CONT'D.)

Creative Movement for Special Education, A Guide to Activities Throughout
the School Year - Fearon

Creative Play for the Developing Child - Fearon

D.U.S.O. - Psycan

Focus on Self Development - Science Research Assoc.

Skillbuilders - Teaching Resources Corp.

Teaching Your Wings to Fly - Prentice-Hall

Until the Whistle Blows - Prentice-Hall

LEISURE/RECREATION

Art Box - Educational Insights

Arts and Crafts for Special Education - Fearon

The Craft Center - Creative Teaching Press

Create: A Handbook of Classroom Ideas to Motivate the Teaching of Primary Art -
Educational Performance Activities

Creative Art Tasks for Children - Moyer and Vico

Creative Dramatics - Instructo

Creative Dramatics for All Children - Association for Childhood Education
International

Dance Movement Experiences - Educational Insight

Easy Crafts for the Classroom - Instructo Publications

Helping Children Draw - Instructo Publications

I.P.A. Manual (Integrated Practical Activities) - Alberta Education

Idea - Developmental Experiences Through Art - McGraw-Hill Ryerson

Music for Special Education - Silver Burdett Co.

Reaching the Special Learner Through Music - Silver Burdett Co.

Recipes for Arts and Crafts Materials - Lothrop, Lee and Sheppard

LEISURE/RECREATION (CONT'D.)

Scrap Craft - Instructo

Starting Points - Methuen

Trash Can Toys and Games - Penguin

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

A Citizens Handbook on Waste Management and Recycling - Toronto Ministry of
the Environment

A Handbook of Classroom Ideas to Motivate the Teaching of Elementary Ecology -
Educational Performance Activities

Energy Conservation Cutouts - Burbank

ESS/Special Education - McGraw-Hill

Family Countdown - Scholastic Book Services

Family Value - Scholastic Book Services

Home and Family - Edumedia

The Garbage Book - Ottawa Department of Energy, Mines and Resources

Garbage Gus Poster - Office of Energy Conservation, Ottawa

Government Environmental Resource Materials Guide, 1977 - Alberta Environment
Communications Branch

Mom's New Job - Raintree

Outdoor Education Handbook K-7 - Yalenka Enterprises

Pollution Solution - Burbank

Science Experiments You Can Eat - J.B. Lippencott

TABA Program in Social Studies - Scholastic

Working for Canadians - Prentice-Hall

The World of People - McGraw-Hill

LEVEL 3

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Activities for Developing Positive Self Awareness - Milliken Publishing Co.
All About Manners - Kahl's Inc.
Conflict Management - Princeton University Press
Focus on Self Development: Stage Three Involvement - Science Research Assoc.
I Hate to Read - Educational Activities
Innerchange: A Journey Into Self Learning Through Group Interaction - Human
Development Training Institute
I've Got Me and I'm Glad - Incentive Publications
Lifeline Materials - Viking Press
Magic Circle - Human Development Training Institute
Me and Others - Educational Design
Second Centering Book - Prentice-Hall Inc.
Today's Teen - Charles A. Bennett
Toward Affective Development - Psycan
Whatever Happened to Linda? - Kahl's Inc.
What's Happening to Me? - Lyle Stewart Pub.

TRAVEL

Bicycle Safety - Library Sound Services
Five Map Skills Game Boards - Scholar's Choice
International Traffic Signs - Kahl's Inc.
How to Read a Map - Lakeshore Curriculum Materials
How to Read a Schedule - Lakeshore Curriculum Materials
Motorcycle Safety - Library Sound Services

HEALTH

Being Boys, Being Girls - Visual Education Centre
Canada Food Guide - Department of Public Health
A Capsule Look at What Drugs Do to You - Kahl's Inc.
Diet for a Small Planet - Viking Films
Digestive System - Visual Education Centre
Drug Abuse: It's Your Decision - Kahl's Inc.
Drug Abuse: Who Needs It? - Kahl's Inc.
Drug Education Series - Marshfilm
Egg and Sperm - International Tele-film Enterprises
Exercise: Fit to Be Tied - Kahl's Inc.
Food for Health - International Tele-film Enterprises
Food for Thought - Kahl's Inc.
Fundamentals of the Nervous System - Visual Education Centre
The Growing Trip - Kahl's Inc.
Have a Heart - Kahl's Inc.
How a Hamburger Turns Into You - Viking Films
Human Growth Series - Marshfilm
Milk Foundation Materials - Local Milk Foundation
Physical Fitness Series - Marshfilm
Practical Drug Series - Interpretive Education
The Problem: Acne - Interpretive Education
Self Care Series - Interpretive Education
Smoke Screen - International Tele-film Enterprises
Too Much of a Good Thing - Kahl's Inc.
Weight Control - What Are You Up To? - Kahl's Inc.

SAFETY

Avoiding Accidents: Safety and First Aid - Globe

Health and Safety Series - Library Sound Services

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

Playing it Safe with Animals - Kahl's Inc.

Rescue Breathing: Artificial Respiration - Canadian Red Cross Society

Safety Series - Marshfilm

Shop Safety - Kahl's Inc.

Tiger, Tiger Burning Bright - Kahl's Inc.

Water Hazard - Canadian Red Cross Society

Whatever Happened to Linda? - Kahl's Inc.

WORLD OF WORK

All About Jobs - Mafex Associates

All About Manners - Kahl's Inc.

At Least A Thousand Things to Do - Incentive Publications

Attitude and Safety Posters - Worker's Compensation Board of Alberta

Canadian Classification and Dictionary of Occupations - Department of
Manpower and Immigration

Canadian Occupational Groups - Department of Manpower and Immigration

Career Awareness Program - Scholar's Choice

Career Education Series - Interpretive Education

Career Search - Scholastic

Careers - Parker Brothers

Cook and Learn - Bowmar

Deal Me In - Jeffrey Norton

English for Adult Living - Mafex Associates

Finding a Job - Kahl's Inc.

WORLD OF WORK (CONT'D.)

Finding and Holding a Job - Western Educational Activities
Finding Work - Follett Publishing Co.
First Job Kit - Mafex Associates
Following Directions - McGraw-Hill
Forms in Your Life - Globe Press
40 Letters to Write - Academic Therapy
Functional Word Phrases for Everyday Living - Frank E. Richards
Fun Task CARds - Wise Owl
Getting a Job - Fearon
Getting Ahead in Your Job - Society for Visual Education
Good Work Habits - Mafex Associates
A Good Worker - Mafex Associates
Guide to the Community - Elwyn Institute
Help! - Mafex Associates
How to Get That Job - Mafex Associates
How to Hold Your Job - John Day Company
How to Read Classified Ads - Interpretive Education
I Can Make It on My Own - Prentice-Hall
I.P.A. (Integrated Practical Activities) Manual - Alberta Education
I'm Going to Work - Mafex Associates
Job Attitudes - Mafex Associates
The Job Book - Scholastic Book Services
The Job Box - Rearon
Job Interview Kit - Janus
Jobs From "A to Z" - Frank E. Richards

WORLD OF WORK (CONT'D.)

Keep Up the Good Work - Prentice-Hall Inc.

Kids in the Kitchen - Peninsula Publishing

Looking Into The Future - Frank E. Richards

Mac Works in a Clothing Factory - Frank E. Richards

Math for Citizenship - Mafex Associates

Me and Jobs - Educational Design

Me and Others - Educational Design

Notch Series - Mafex Associates

Our World of Work - Mafex Associates

Part-time Jobs - Library Sound Services

Picture Interest Inventory - McGraw-Hill

Real Life Reading - Scholastic Book Services

Real Life Reading and Writing on the Job - Scholastic Book Services

Service Occupations - Frank E. Richards

Shop Made Easy - Frank E. Richards

Shop Safety - Interpretive Education

Sign-A-Mite - Mafex Associates

Sign Survival Poster Program - Mafex Associates

Social and Prevocational Information Battery - Frank E. Richards

So You Want A Job, Eh? - Canadian Broadcasting Corporation

A Special Picture Cook Book - Edmark Associates

Stories About Workers - Frank E. Richards

Task Analysis and Electronics Assembly Training Manual - National Children's
Centre

Using Community Resources - Follett Publishing Co.

Work Experience Education Handbook - Alberta Education

WORLD OF WORK (CONT'D.)

Work for Everyone - Frank E. Richards

Working Makes Sense - Fearon

Working With Wood - Frank E. Richards

World of Work Series - Educational Design Inc.

You and Your World - Scholastic Book Services

You Gotta Know Yourself - Saskatchewan Education

Young Homemakers at Work Series - Fearon

Your Kind of Job - McGraw-Hill

HOME MANAGEMENT

Alice in Consumerland - January Productions

Babysitting Program - Kahl's Inc.

Child Growth and Development - McGraw-Hill

Clothing Care Series - Kahl's Inc.

Clothing: The Visible Self - Library Sound Services

Exploring Foods - Prentice-Hall

Exploring Homemaking and Personal Living - Prentice-Hall

Food Planning - Kahl's Inc.

Getting Ready to Cook - Fearon

Inexpensive Apartment Decorating - Kahl's Inc.

Infant Care and Development - McGraw-Hill

Planning for Your Own Apartment - Fearon

Planning Meals and Shopping - Fearon

You and Your Food - Prentice-Hall

MONEY MANAGEMENT

Bank Account - Western Educational Activities

Bank Book - Frank E. Richards

Banking, Budgeting and Employment - Frank E. Richards

Basic Skills Curriculum Guide - Teaching Resources

Big Deal - Western Educational Activities

Bills - How to Pay Them - Kahl's Inc.

Budgeting Series - Interpretive Education

Chequing Accounts, Cheques and Stubs - Mafex Associates

Classroom Money Management Kit - Interpretive Education

Consumer Education - Fearon

A Course in Coins - Mafex Associates

Credit Buying Series - Interpretive Education

Department Store Math - Western Educational Activities

Dollars and Sense - Fearon

Easy Money - Doubleday

Fill in the Blanks - Mafex Associates

Food Buymanship - Consumer Association of Canada

Getting Applications Right - Scholastic Book Services

Getting Ready for Payday - Frank E. Richards

Guide to the Community - Elwyn Institute

How Money and Credit Help Us - Benefic Press

Let's Go Shopping - Frank E. Richards

Managing Your Money - Raintree Publications

Market Math Dial - Scholar's Choice

Math for Adult Living - Mafex Associates

MONEY MANAGEMENT (CONT'D.)

Math for Banking - Mafex Associates

Math for Citizenship - Mafex Associates

Math for Employment (I, II) - Mafex Associates

Math for Family Living - Mafex Associates

Math for the Worker - Mafex Associates

Money Makes Sense - Fearon

Money Management - McGraw-Hill

Money Management Resource Kit - Changing Times

Money Matters - Creative Publications

Monopoly - Parker Brothers

One Penny, Two Penny - Sutherland

Pennies, Nickels, and Dimes - Scholar's Choice

Planning Meals and Shopping - Fearon

Real Life Math - Scholastic Book Services

Shopping Lists - Developmental Learning Materials

Supermarket Measurement - B.C. Teacher's Federation

Swindle - Edu-media

Useful Arithmetic - Frank E. Richards

Using Dollars and Sense - Fearon

Using Money Series - Frank E. Richards

Wages, Salaries and Paychecks - Mafex Associates

Working Makes Sense - Fearon

Your Family and It's Money - Houghton-Mifflin

Your Money Matters - Royal Bank of Canada

Your World of Money - Canadian Broadcasting Corporation

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

Toward Affective Development - Psycan

LEISURE/RECREATION

Cardboard Carpentry Workshop - Education Development Centre

Corrugated Carton Crafting - Sterling Publications

The Further Adventures of Cardboard Carpentry - Workshop for Learning Things

Scrap Crafts - Instructo

Starting Points - Methuen

Trash Can Toys and Games - Penguin Books

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Canada's Endangered Species - Alberta Education

Ecology and Energy Action Pack - McDonalds Corporation

Energy Management for the Future - Department of Energy, Mines and Resources

Family Countdown - Scholastic Book Services

Family Value - Scholastic Book Services

Government Environmental Resource Materials Guide - Alberta Environment

Hinterland Who's Who Series - Canadian Wildlife Association, Ottawa

Living Well in Times of Scarcity - Pollution Probe and Consumer Association
of Canada

Making Maps - Scott Foresman

Pollution - Holt, Rinehart and Winston

Science Experiments You Can Eat - J.B. Lippincott

Working for Canadians - Prentice-Hall

Working Together - Prentice-Hall

LEVEL 4

UNDERSTANDING SELF AND GETTING ALONG WITH OTHERS

Activities for Developing Positive Self Awareness - Milliken Publishing Co.

All About Manners - Kahl's Inc.

Conflict Management - Princeton University Press

Going Places with Your Personality - Fearon-Pitman

Focus on Self Development - Science Research Associates

It's Your Life - Benefic Press

I've Got Me and I'm Glad - Incentive Publications

Lifeline Materials - Viking Press

Magic Circle - Human Development Training Institute

Manners - Frank E. Richards Publishing Co.

Schools Without Failure - Harper and Rowe Pub.

Second Centering Book - Prentice-Hall Inc.

Today's Teen Series - Bennett Books

Values Clarification - Hart Publishing

TRAVEL

Alberta Motor Association Materials - Alberta Motor Association

How to Read A Map - Interpretive Education

How to Read A Schedule - Interpretive Education

International Traffic Signs - Kahl's Inc.

Motorcycle Safety - Interpretive Education

Real Life Reading - Scholastic Book Services

HEALTH

The Alcohol Problem: What Do You Think? - Visual Education Centre

Battling Disease: Protecting Your Health - Globe

HEALTH (CONT'D.)

Canada Food Guide - Department of Public Health

Cancer Society Materials - Canadian Cancer Society

A Capsule Look at What Drugs Do to You - Kahl's Inc.

Department of Agriculture Materials - Canadian Department of Agriculture

Department of Health Materials - Canadian Department of Health and Welfare

The Drag - National Film Board

Drug Abuse: It's Your Decision - Kahl's Inc.

Drug Abuse: Who Needs It? - Kahl's Inc.

Drug Education Series - Marshfilm

Egg and Sperm - International Tele-film Enterprises

Exercise: Fit To Be Tried - Kahl's Inc.

Facing the Facts: Drugs, Alcohol and Tobacco - Globe

Food for Life: The Basic Four - Tupperware Educational Services

The Growing Trip - Kahl's Inc.

The High - International Tele-film Enterprises

How A Hamburger Turns Into You - Viking Films

Human Growth Series - Marshfilm

Physical Fitness Series - Marshfilm

The Problem: Acne - Interpretive Education

Self Care Series - Interpretive Education

There's A New You Comin' - Kahl's Inc.

Too Much of A Good Thing - Kahl's Inc.

Today's Teen Series - Chas. A. Bennett

SAFETY

Avoiding Accidents: Safety and First Aid - Globe

SAFETY (CONT'D.)

Case of Officer Hallibrand - Ohio Oil Company

Help Is - National Film Board

I.P.A. (Integrated Practical Activities) Manual - Alberta Education

Motorcycle Safety - Interpretive Education

Playing It Safe With Animals - Kahl's Inc.

Tiger, Tiger Burning Bright - Kahl's Inc.

WORLD OF WORK

All About Jobs - Mafex Associates

All In A Day's Work - Globe/Modern Curriculum Press

Application Forms - Frank E. Richards

Archway Occupational Academic Program - Academic Therapy Publications

Attitude and Safety Posters - Worker's Compensation Board of Alberta

Canadian Classification and Dictionary of Occupations - Department of
Manpower and Immigration

Canadian Occupational Groups - Department of Manpower and Immigration

Career Comparison Kit - Mafex Associates

Career Search - Scholastic Book Services

English for Adult Living - Mafex Associates

Fill in the Blanks - Mafex Associates

Finding A Job Series - Kahl's Inc.

Finding Work - Follett Publishing Co.

First Job Kit - Mafex Associates

Following Directions - McGraw-Hill

Forms in Your Future - Learning Tree Publishing

Forms in Your Life - Globe Press

WORLD OF WORK (CONT'D.)

40 Letters to Write - Academic Therapy Publications
From Classroom to Career - Marvin Melnyk Publishing
Functional Word Phrases for Everyday Living - Frank E. Richards
Getting a Job - Fearon
A Good Worker - Mafex Associates
Guide to the Community - Elwyn Institute
Help! - Mafex Associates
High School Work Study Programs for the Retarded - Charles C. Thomas
How to Get That Job - Mafex Associates
How to Hold Your Job - John Day Company
How to Write It Yourself - Frank E. Richards
I Can Make It On My Own - Prentice-Hall Inc.
Job Attitudes - Mafex Associates
The Job Book - Scholastic Book Services
Keeping That Job - Follett Publishing Co.
Learn to Earn - Mafex Associates
Listening on the Job - Van Nostrand Reinhold
Looking into the Future - Frank E. Richards
Mac Works in a Clothing Factory - Frank E. Richards
Math for Citizenship - Mafex Associates
More Fill in the Blanks - Mafex Associates
The Nature of Work - National Film Board
Occupational Health and Safety Posters - Worker's Compensation Board
Our World of Work - Mafex Associates
Picture Interest Inventory - McGraw-Hill
Positive Attitude Posters - Economic Press

WORLD OF WORK (CONT'D.)

Preparing for a Job Interview - Frank E. Richards
Questions About Compensation Benefits Answered - Worker's Compensation Board
Real Life Reading and Writing on the Job - Scholastic Book Services
Real People at Work - Marvin Melnyk Pub.
Service Occupations - Frank E. Richards
Shop Made Easy - Frank E. Richards
Shop Safety - Interpretive Education
Sign-A-Mite - Mafex Associates
Sign Survival Poster Program - Mafex Associates
Social and Prevocational Information Battery - Frank E. Richards
So You Want a Job, Eh? - Canadian Broadcasting Corporation
Stories About Workers - Frank E. Richards
Turner Career Guidance Series - Follett Publishing Co.
Turner-Livingstone Communication Series - Follett Publishing Co.
Vocational Readers - Fearon
Wages, Salaries or Paycheques - Mafex Associates
Work Experience Education Handbook - Alberta Education
Work for Everyone - Frank E. Richards
Working Makes Sense - Fearon
Working With Wood - Frank E. Richards
World of Work Series - Educational Design Inc.
You and Your World - Scholastic Book Services
Your Kind of Job - McGraw-Hill

HOME MANAGEMENT

All About Clothes - McGraw-Hill
Apartment Hunting Series - Kahl's Inc.

HOME MANAGEMENT (CONT'D.)

Babysitting Program - Kahl's Inc.
Caring for Kids - McGraw-Hill
Clothing Care Series - Kahl's Inc.
Clothing, a Comprehensive Study - Prentice-Hall Inc.
Clothing: The Visible Self - Library Sound Services
The Comparative Shopper - Relevant Publications
Exploring Foods - Prentice-Hall
Exploring Homemaking and Personal Living - Prentice-Hall Inc.
The Family Series - Marshfilm
Food and Nutrition - Library Sound Services
Food and You - McGraw-Hill
Inexpensive Apartment Decorating - Kahl's Inc.
Infant Care and Development - McGraw-Hill
Keeping Food Fit: Storing and Freezing - Tupperware Educational Services
Look and Cook - Butterick
Nutrition Series - Marshfilm
Planning for Your Own Apartment - Fearon
Planning Meals and Shopping - Fearon
You and Your Food - Prentice-Hall Inc.

MONEY MANAGEMENT

Bank Book - Frank E. Richards
Banking, Budgeting and Employment - Frank E. Richards
Basic Skills Curriculum Guide - Teaching Resources
Big Deal - Western Educational Activities
Budget - Viking Press

MONEY MANAGEMENT (CONT'D.)

Chequing Accounts, Cheques and Stubs - Mafex Associates

Consumer Education - Fearon

Credit Buying Series - Interpretive Education

Department Store Math - Western Educational Activities

Easy Money - Doubleday

Fill in the Blanks - Mafex Associates

Food Buymanship - Consumer Association of Canada

Getting Down to Basics About Advertising - Canadian Advertising Advisory Board

Getting Ready for Payday - Frank E. Richards

Guide to the Community - Elwyn Institute

How Money and Credit Help Us - Benefic Press

Let's Go Shopping - Frank E. Richards

Managing Your Money - Raintree Publications

Market Math Dial - Scholar's Choice

Math for Adult Living - Mafex Associates

Math for Banking - Mafex Associates

Math for Citizenship - Mafex Associates

Math for Employment (I, II) - Mafex Associates

Math for Family Living - Mafex Associates

Math for the Worker - Mafex Associates

Money Management - McGraw-Hill

Money Management Resource Kit - Changing Times

Money Math - Mafex Associates

Money Matters - Creative Publications

Monopoly - Parker Brothers

MONEY MANAGEMENT (CONT'D.)

Pacemaker Practical Arithmetic Series - Fearon
Planning Meals and Shopping - Frank E. Richards
Shopping Lists - Developmental Learning Materials
Swindle - Edu-Media
Using Dollars and Sense - Fearon
Wages, Salaries and Paycheques - Mafex Associates

MOTOR DEVELOPMENT AND PHYSICAL ACTIVITIES

ERCAPEP Physical Education Program - Secondary - Charles E. Merrill
I Can Kits - Hubbard Scientific Co.

LEISURE/RECREATION

Cardboard Carpentry Workshop - Education Development Centre
Corrugated Carton Crafting - Sterling Publications
The Further Adventures of Cardboard Carpentry - Workshop for Learning Things
Recreation and Leisure Time Workbook - Interpretive Education
Starting Points - Evans Brothers

CITIZENSHIP AND INDIVIDUAL RESPONSIBILITY

Government Environmental Resources Guide - Alberta Environment
Living Well in Times of Scarcity - Pollution Probe and Consumers Association
of Canada
Parenting - Abby Press
Parks Canada Catalogue - Department of Indian and Northern Affairs
Teaching Science with Garbage - Rodale Press, Inc.
Water Pollution: A Citizen's Handbook to Alberta Legislation - Legal Reform
Program, Edmonton
Working for Canadians - Prentice-Hall
Working Together - Prentice-Hall

COMPUTATION SECTION

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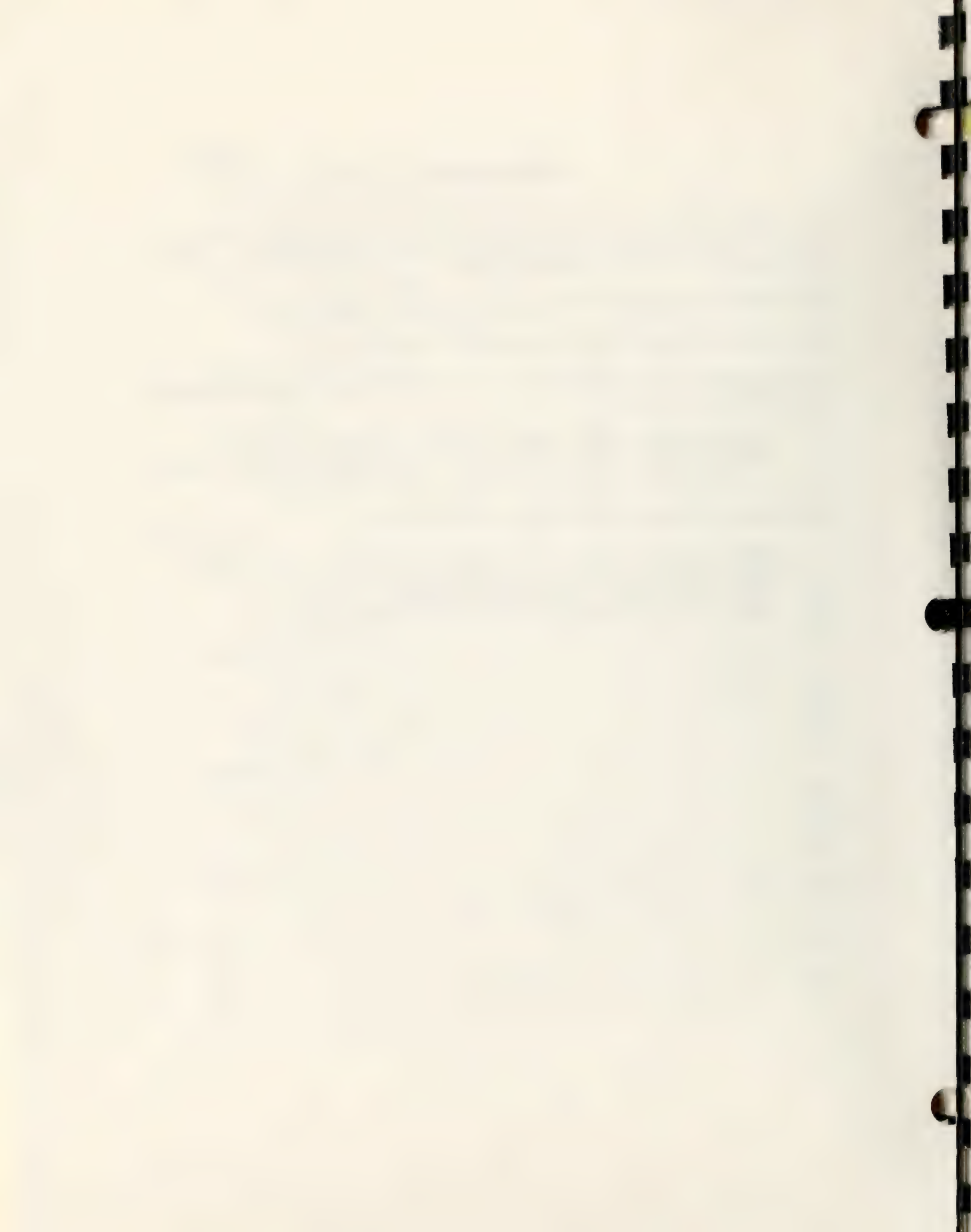
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INTRODUCTION

The Computation section of the curriculum includes four units of instruction. They are: Numbers and Numeration, Operations and Properties, Measurement and Graphing, and Geometry and Symetry.

It is intended that this section be integrated with the Living/Vocational Skills section so that these concepts will have relevance to the student. Whenever possible concrete materials, familiar examples and real life experiences should be used so these abstract mathematical concepts are transferred into everyday situations and make numbers meaningful to the student.

An overview of all objectives with a page reference to the curriculum, as well as student profile/checklist are included to facilitate assessment/ placement of the student. (See General Guidelines to Instruction for further explanation of specialized teaching strategies.)

NUMBERS AND NUMERATION

Level 1

A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes numbers up to 99 as groups of 10's and ones.</p>	<p>Present cards and indicate numbers of tens and ones.</p> <p>Have student use popsicle sticks to show tens and ones and find appropriate number card.</p>	<p>M.I.A.: Level 2- Unit 1; Level 3- Units 1&2.</p> <p>Series M: Level 2- Unit 5.</p> <p><u>Supplementary</u></p> <p>First Math Helper - Readiness - Level 1. Second Math Helper - Number and Numeration Level 1. Schoolhouse Mathematics - I. Peabody Language Development Kit - Level 1. Dominumbers. Ten Ten's Counting Frame. Enlarged Place Value Sticks.</p>
<p>When shown two sets (objects, not number symbols) indicates which set contains "more" and which contains "less".</p>	<p>Make activity centers with stamps, envelopes, nuts, bolts, cup-saucers, etc. Ask if there are enough, more or less. Then have student match to check answers.</p> <p>Use balance scale; put some beans in each pan. Have student determine which has more (or less). Match one-to-one to check.</p>	<p>M.I.A.: Level K- Level 1- Unit 1.</p> <p>Series M: Level R- Unit 3.</p>

NUMBERS AND NUMERATION

Level 1

A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Matches sets of objects one-to-one.</p>	<p>Make dots on cards.</p> <p>Have student match buttons, beans, etc. one-to-one by placing on top of each dot.</p> <p>Make cards with sets of objects. Have student place cards in piles: those with 3 members in one pile, 2 members in another pile, etc.</p>	<p>M.I.A.: Level K. Series M: Level R-Unit 3.</p>
<p>Forms a set (of objects) equal to a given set.</p>	<p>Use cards with sets of objects. Have student tally the same number as on card. Reverse exercise and have student find in magazine or draw pictures the same number as tally marks.</p>	<p>M.I.A.: Level K-Unit 1. Series M: Level R-Unit 3.</p>
<p><u>PLACE VALUE:</u></p> <p>Groups objects in sets of 10.</p>	<p>Have student glue 10 beans onto cards, then use tens cards and single beans to count out numbers.</p>	<p>M.I.A.: Level 1-Unit 2; Level 2-Units 1 & 2; Level 3-Unit 1. Series M: Level 2-Unit 5.</p>

NUMBERS AND NUMERATION

Level 1

B. Cardinal Numbers and Numerals

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Relates numbers to objects (spoken) zero to 10.</p> <p>Counts the numbers of a set zero to ten.</p> <p>Associates written symbols with the correct set zero to ten.</p>	<p>Use flannel board cutouts, plastic counters, beads, cubical blocks, popsicle sticks, familiar objects in classroom to do oral number exercises.</p> <p>In centre of a paper plate write a number 0 - 10. Have student place correct number of objects (buttons, marbles, etc.) onto plates.</p> <p>Place number card over hook on clothes hanger. Have student clip appropriate number of clothes pins onto bottom of hanger.</p> <p>Write number on top of toy cars. Put dots on top of cardboard garages. Have student drive cars into correct garages.</p> <p>Paste groups of objects on large sheets of paper. Print a number on top of each paper. Have student use large cut out O and X to circle or cross out groups with correct or incorrect number of objects.</p>	<p>M.I.A.: Level K- Level 1- Unit 1.</p> <p>Series M: Level R- Unit 3.</p> <p>M.I.A.: Level 1- Units 1 & 2.</p> <p>Series M: Level R- Units 3 & 5. Level 1- Unit 1.</p> <p><u>Supplementary</u></p> <p>Special Math. Creative Math Experiences for the Young Child. Fun With Numbers. Second Math Helper- Numbers and Numeration - Level 1. Schoolhouse Mathematics - I. Beginning Number Poster Cards. Ten Little Indians (Book and Record).</p>

NUMBERS AND NUMERATION
Level 1
C. Classification

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Chooses from a given set objects possessing a specific attribute, e.g. red.</p> <p>Chooses from a given set objects possessing two or more common attributes, e.g. red, big, dogs.</p>	<p>Provide variety of small objects. Have student form sets according to specific attribute. Have student name attribute common to that set.</p> <p>Cut pictures from magazine (food, toys, cars, etc.). Have student sort into sets by placing piece of yarn around appropriate pictures.</p> <p>Find pictures of people. Have student form different sets, e.g. the boys with blue pants, the ladies with black hair, the babies who are eating.</p> <p>Have student string beads according to color and/or shape.</p> <p>Sort flannel board shapes according to preset attributes, e.g. find all the yellow shapes, find all the yellow ducks.</p>	<p>M.I.A.: Level K- Level I- Unit 1. Series M: Level R.</p> <p>Series M: Level R- Units 2 & 4.</p>

NUMBERS AND NUMERATION

Level 1

D. Position

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Indicates correct position in a row of objects 0 - 10.</p> <p>Names the position of a given object in a row of objects, from first to tenth.</p> <p>Indicates and names the position of each object in sequence 0 - 99.</p>	<p>Cut out two hands. Put number 1 to 10 on play rings. Have student put rings on fingers in proper order.</p> <p>Make a train - the engine is 0 and the caboose 10, the cars 1 - 9. Have student arrange train in order.</p> <p>Pin number cards to students who then arrange themselves in order and then tell the position of each student.</p> <p>Have student place objects (or crayons) on a number line, e.g. first put eraser, second put the blue crayon, etc. Then ask, "What is third?, What is eighth?", etc.</p> <p>Use dot-to-dot puzzles.</p> <p>Make number charts with missing numbers that the student must write in.</p> <p>Give student number cards that he can glue to a strip of paper to make a number line.</p>	<p>M.I.A.: Level 1- Unit 2. Level 2- Unit 2.</p> <p>Series M: Level R- Unit 3. Level 1- Unit 5.</p> <p>M.I.A.: Level 1- Unit 2. Level 2- Unit 2.</p> <p>Series M: Level R- Unit 3. Level 1- Unit 5.</p> <p>M.I.A.: Level 1- Unit 3. Level 2- Unit 1.</p> <p>Series M: Level 1- Unit 10.</p> <p><u>Supplementary</u></p> <p>Creative Math Experiences for the Young Child. First Math Helper Readiness - Level 1. Second Math Helper Number and Numeration - Level 1.</p>

NUMBERS AND NUMERATION
Level 1
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes primitive concept of fractions: an object can be divided into parts ($1/2$, $1/3$, $1/4$).</p> <p>Orally recognizes $1/2$ of an object.</p>	<p>Cut different colored shapes into halves. Have student match halves using color as a clue.</p> <p>Cut appropriate pictures from a magazine. Trace outlines on paper, then cut pictures into halves, thirds or quarters. Have student place or glue pieces onto outlined shape of the whole.</p> <p>Have student fold various sized shapes to determine if they can be divided into halves.</p> <p>Duplicate pictures of objects divided into two pieces. Have student decide which are divided into equal pieces; then color one of the two pieces to show one half.</p>	<p>M.I.A.: Level K- Level 1- Unit 4. Series M: Level 2- Unit 8.</p> <p>M.I.A.: Level 1- Unit 4. Series M: Level 1- Unit 15. Level 2- Unit 8.</p> <p><u>Supplementary</u></p> <p>First Math Helper - Readiness Level 1. Creative Math Experiences for the Young Child. Schoolhouse Mathematics - I.</p>

OPERATIONS AND PROPERTIES

Level 1

A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies an established series of objects.</p> <p>Constructs a series with a given set of objects.</p> <p>Demonstrates with concrete materials that addition is a joining process, using no more than 10 objects.</p>	<p>Show a picture. With manipulatives, have student find same number of objects.</p> <p>Show a number. With manipulatives, have student establish a set.</p> <p>Present student with adding situation. Using beads of two colors and laces, have student find one addend in one color, the other addend in the other color, then put them together on the lace.</p> <p>Make three pockets across the bottom of a card (the first two pockets in one color, the last in another color). Have student put groups of straws in pockets, e.g. 3 and 1, then take all the straws and put them in the last pocket to show how many in all, e.g. $3 + 1 = 4$.</p> <p>Ask two students to go to the front of the room, ask three more to join them. Print on chalkboard $2 + 3 = 5$, explaining the joining function of symbol $+$ and the meaning of $=$.</p> <p>Show a student groups of objects being joined together. Using number and symbol cards, have student form the equation.</p>	<p>M.I.A.: Level K. Series M: Level K-Unit 6.</p> <p>M.I.A.: Level K. Series M: Level K-Unit 6.</p> <p>M.I.A.: Level 1-Units 1 & 2. Series M: Level K-Unit 8. Level 1-Unit 2.</p> <p>M.I.A.: Level 1-Unit 2.</p>

OPERATIONS AND PROPERTIES

Level 1

A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Solves addition equations with solutions up to 10.</p>	<p>Construct a wheel with spin pointer with numbers 1 to 5, and a deck of cards with numbers 1 to 5. Have student draw a card, spin the wheel and add the two numbers together. Have students play in pairs, keeping the card if the answer is correct; the player with the most cards wins game.</p> <p>Construct a viewer by cutting a slit in the flat side at the bottom of a plastic detergent bottle. Use vertical flashcards inserted through slit so answer can not be seen. Have student read equation, decide on an answer and check himself by peeking through bottle top to see the sum.</p>	<p>M.I.A.: Level 1- Units 1 & 2.</p> <p>Series M: Level R- Unit 8. Level 1- Unit 2.</p> <p><u>Supplementary</u></p> <p>Individualized Mathematics. Special Math. Third Math Helper- Addition Facts. Schoolhouse Mathematics - I. Mathfacts Games (Book 1). Sum Clown. Little Professor Calculator. Math Turn'N Learn - Set 1-A. Under the Big Top.</p>

OPERATIONS AND PROPERTIES

Level 1

B. Subtraction Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates with concrete materials that subtraction is a separating process (to 10).</p>	<p>Make cards with 1 to 10 dots on them; cross out some dots with an X. The equation is printed on the back. Have student, using objects, duplicate the operation shown.</p> <p>Present student with subtraction equation cards. Have student demonstrate the separating process using toys, blocks, popsicle sticks, etc.</p>	<p>M.I.A.: Level 1- Units 2 & 3.</p> <p>Series M: Level R- Unit 8.</p>
<p>Recognizes symbols - and =.</p>	<p>Ask student to hold up three crayons, then tell him to give two to someone else and determine how many are left. Print equation on blackboard explaining symbols - and =.</p> <p>Have student cut groups of pictures from magazines, paste them on cards, then cross out some. Have him exchange cards with a partner who prints on equation using symbols - and =.</p>	<p>M.I.A.: Level 1- Unit 2.</p>
<p>Solves subtraction equations with minuends to 10.</p>	<p>Provide frequent drill practice utilizing flashcard plasticized wipe clean cards, puzzle work-shop games, records, etc. Adding machine calculators may be used as motivators.</p>	<p>M.I.A.: Level 1- Units 2 & 3.</p> <p>Series M: Level R- Unit 8.</p>

OPERATIONS AND PROPERTIES

Level 1

B. Subtraction Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p>	<p>Make seasonal subtracting bulletin board, e.g. Christmas. Have large trees with a number 0 to 10 printed on them. Tape onto trees several small paper clips. In a box by bulletin board have paper tree decorations and balls with arithmetic equations printed on them. Have student solve equation and put on appropriate tree by slipping under paper clip.</p> <p>Additional examples: Easter eggs in baskets, ghosts with pumpkins, small hearts on large lacey valentines, colored leaves on autumn trees.</p>	<p><u>Supplementary</u></p> <p>Arithmetic Drill Cards-Box 1. Schoolhouse Mathematics - I. Mathfact Games - Book 2. Little Professor Calculator. Math Turn'N Learn - Set 1.</p>

OPERATIONS AND PROPERTIES

Level 1

E. Problem Solving

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>With manipulatives, shows the process of problem solving.</p>	<p>Use pictorial problems, e.g. picture of two bunnies eating, one more is hopping towards them. Have the student act out the story problem.</p> <p>Have student search through magazines to find and put together pictures. Group these on a bulletin board and have student tell the story problems he sees.</p> <p>Slightly alter familiar nursery rhymes and stories to become arithmetic story problems, e.g. "Kittens Who Lost Their Mittens"; "The Princess and the Pea"; "Three Blind Mice".</p>	<p>M.I.A.: Level 1- Units 1 - 4.</p> <p>Series M: Level K- Unit 8. Level 1- Units 2 & 6.</p> <p><u>Supplementary</u></p> <p>Animal Learning Shapes. Sets and Numbers. Flannelboard Sets, Story-telling.</p>

MEASUREMENT AND GRAPHING
Level 1
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Chooses a specific coin from several coins (penny, nickel, dime).</p> <p>Names a specific coin when presented (penny, nickel, dime).</p> <p>Tells the value of penny, nickel, dime.</p>	<p>Present student with mixed coins. Have student put coins of the same value into piles.</p> <p>Distribute a coin to each student. Call directions, e.g. "All students with pennies sit on the floor, all those with dimes stand by the window."</p> <p>Give each student several coins and give directions, e.g. "Take a penny and put it on the television."</p> <p>Use coined flashcards for speed and accuracy in naming.</p> <p>Have student cut pictures of things he would like to buy from a magazine; paste them into a booklet and assign a price. Discuss the coin(s) needed to purchase each item in booklet.</p> <p>Set up a store of small items with appropriate price tags. Have student buy items with toy money or with real money to keep.</p>	<p>M.I.A.: Level K- Level 1- Units 2 & 3.</p> <p>Series M: Level R- Unit 7. Level 1- Unit 12.</p> <p>M.I.A.: Level K- Level 1- Units 2 & 3.</p> <p>Series M: Level K- Unit 7. Level 1- Unit 12.</p> <p>M.I.A.: Level K- Level 1- Units 2 & 3.</p> <p>Series M: Level K- Unit 7. Level 1- Unit 12.</p> <p><u>Supplementary</u></p> <p>Creative Math Experiences for the Young Child. Second Math Helper- Number and Numeration.</p>

MEASUREMENT AND GRAPHING

Level 1

B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies specific time period by describing its characteristic activities, e.g. in the night the sun does not shine and it is dark.</p> <p>Tells and write time to the hour.</p>	<p>Present pictures of common daily or seasonal activities. Have student tell time it might occur.</p> <p>Using familiar songs or nursery rhymes have student determine the time of day or season when it most likely occurred, e.g. "Hey Diddle Diddle", "Hickory, Dickory, Dock", "Frosty the Snowman", "Mary Mary Quite Contrary".</p> <p>Have student make clock with paper plates, then set clock according to times given orally or written on chalk-board.</p>	<p>M I.A.: Level 1- Unit 3, 4.</p> <p>Series M: Level 1- Unit 12.</p> <p><u>Supplementary</u></p> <p>Telling the Time. Time Bingo. Math Activity 3. VeriTech Primary Math Lab I, Book 10: Money, Time, Measurement. Useful Arithmetic Series - Level 1 and 2.</p>

MEASUREMENT AND GRAPHING
Level 1
C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Measures, using non-standard units of measure, for comparative results, e.g. heavier than, lighter than, less than.</p>	<p>Use the following with student in exploratory situation with discussion and questioning to develop a basic understanding of measurement and a functional comparative vocabulary:</p> <ul style="list-style-type: none"> - balance scale (for weight) with blocks, beans, etc. - 2 sizes of containers (for volume) with water, sand, etc. - strips of paper pieces, string or pencils (for length). 	<p>M.I.A.: Level K- Level 1- Unit 1.</p> <p>Series M: Level K- Unit 7. Level 1- Unit 7 & 12.</p>
<p>Measures using non-standard units of measure for approximate results, e.g. 9 cans full, 5 pencil lengths.</p>	<p>In a box place many objects (or use large objects in classroom). On a worksheet make a drawing of each object. Give student a non-standard unit for measuring, e.g. paper clip, key, clothes pin. Have student measure object and write length beside the picture on worksheet.</p> <p>Fill large jar with beans (marbles, etc.). Have student guess how many cans full are in the jar. Measure to determine the closest guess.</p>	<p>M.I.A.: Level 1- Unit 1 & 3.</p> <p>Series M: Level 1- Unit 7.</p>

MEASUREMENT AND GRAPHING

Level 1

C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of opposite and comparative terms relative to measurement and position, e.g. big, little, bigger, biggest.</p> <p>Recognizes standard tools for measurement.</p>	<p>Have students do standing broad jump and determine whose jump is longest, shortest.</p> <p>Place objects of various sizes (or lengths, or weights) in a box. Have students pull out objects and compare, e.g. Dan's magnet is heavier than Judy's marble; Mary has a small eraser, Darren's is smaller but Cindy's is the smallest, etc.</p> <p>Have students work in pairs: one with piece of cardboard cut 1 cm. long, the other with a cm. ruler. Have both measure objects and compare results.</p> <p>Present student with strips of paper cut from 1 cm. to 10 cm. lengths. Have him estimate the length of the paper and use a cm. ruler to check.</p>	<p>M.I.A.: Level K- Level 1- Unit 1.</p> <p>Series M: Level K- Unit 7. Level 1- Unit 7 & 12.</p> <p>M.I.A.: Level 1- Unit 3.</p> <p>Series M: Level 1- Unit 7 & 12.</p> <p><u>Supplementary</u></p> <p>VeriTech Primary Math Lab 1, Book 10. Creative Math Experiences for the Young Child. Schoolhouse Mathematics - I.</p>

GEOMETRY AND SYMMETRY

Level 1

A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies shapes, e.g. square, circle, oval, rectangle, triangle, diamond.</p> <p>Names a specific shape when presented.</p>	<p>Have students play shape dominoes.</p> <p>Collect pictures of rectangles, squares, circle, ovals, triangles, diamonds. Have the student sort cards into piles - those that are squares, those that are rectangles that are not squares.</p> <p>Have student search classroom for objects that have these shapes and tell what shape it is.</p> <p>Using cut outs of these shapes have student create pictures by gluing them on a page. Have student name the shapes he used, e.g. "My truck has circles for wheels, square windows, a rectangle for the box."</p>	<p>M.I.A.: Level K- Level 1- Unit 4.</p> <p>Series M: Level K- Units 1 & 4. Level 1- Unit 4.</p> <p>M.I.A.: Level 1- Unit 4. Level 2- Unit 2.</p> <p>Series M: Level 1- Unit 4. Level 2- Unit 3.</p> <p><u>Supplementary</u></p> <p>Creative Math Experiences for the Young Child. First Math Helper- Readiness. Schoolhouse Mathematics - I. Fairbanks Robinson Program - Perceptual Motor Development. Beginning Geoboard Activities. Dubnoff School Program 2.</p>

GEOMETRY AND SYMMETRY

Level 1

B. Construction of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Constructs common 2-D figures, e.g. circle, square, rectangle, triangle.</p>	<p>Have student trace and copy shapes on blackboard, wipe clean plasticized cards, sandpaper, etc.</p> <p>Have student trace shapes in color: circles - red, squares - blue, etc., and cut out these shapes to use in art projects.</p>	

NUMBERS AND NUMERATION

Level 2

A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Forms simple sub-sets and distinguishes between equivalent and non-equivalent sets.</p> <p>Identifies the number of 100's, 10's and ones in any 3-digit number.</p>	<p>Have student look through magazines for pictures of equivalent sets to mount on construction paper. Have class find equivalent sets.</p> <p>Have student make 3 digit numeral cards. Conduct group activities: "I'm thinking of a numeral that means 3 hundreds, 6 tens, and 4 ones. Show me the numeral", etc.</p> <p>Use place value abacus.</p>	<p>M.I.A.: Level 3- Unit 3.</p> <p>Series M: Level 1- Unit 15. Level 2- Unit 14.</p> <p>M.I.A.: Level 1- Unit 4.</p> <p>Series M: Level 2- Unit 10.</p> <p><u>Supplementary</u></p> <p>Schoolhouse Mathematics - Kits 1, 2 and 3.</p>

NUMBERS AND NUMERATION

Level 2

B. Cardinal Numbers and Numerals

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Reads number words to 999.	Prepare number sequence activities with numbers missing.	Series M: Level 1- Unit 10. Level 2- Unit 10.
Counts, reads, writes, and sequences numerals to 999.	Use cross-numeral puzzles. Give students cards and ask them to arrange themselves in order based on the number on the card.	M.I.A.: Level 1- Unit 3. Level 2- Units 3 & 4. Series M: Level 1- Unit 10. Level 2- Unit 10.
Counts by 2's, 5's and 10's to 100.	Make up bags of marbles (10 in each); have students place their bags, one at a time, in a large bag. As this is done, have students count: 10, 20 Use dimes and nickels.	<u>Supplementary</u> Fun With Numbers. VeriTech Primary Math Lab 1, Books 1 and 2. Schoolhouse Mathematics - Kits 2 and 3; Ten-Tens Counting Frame.

NUMBERS AND NUMERATION
Level 2
C. Classification

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Determines attributes common to a given set, e.g. by color or usage.</p> <p>Recognizes sub-sets within a set, e.g. given the set of animals: those that fly; those that have fur.</p>	<p>Have student string beads according to color, shape, size.</p> <p>Use sorting activities with small plastic items (cars, boats, planes). Have student sort according to use, color, size.</p> <p>Play "I Spy" with use, function or category as a clue, e.g. "I Spy something that is used to make music."</p>	<p>Series M: Level K-Unit 1.</p> <p>Series M: Level 4-Unit 2.</p> <p><u>Supplementary</u></p> <p>Veri-Tech Math Lab. Peabody Language Development Kit; Level P-Level 1. Picture Cards.</p>

NUMBERS AND NUMERATION
Level 2
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and demonstrates single digit fractions:</p> <p>a) in concrete setting</p> <p>b) from pictorial representations.</p> <p>Identifies and recognizes function of:</p> <p>a) numerator</p> <p>b) denominator.</p> <p>Names fractions equivalent to number one.</p>	<p>Have student fold, cut, and color paper to make pictures that show objects in 2, 3, 4 etc. equal pieces.</p> <p>Use the chalkboard to illustrate a rectangle with parts of the same size and shape. Color one part, have student name it.</p> <p>Prepare a series of individual activity cards; exercises such as "Which is bigger, $\frac{1}{2}$ or $\frac{1}{4}$"; "Find all parts that are equal to $\frac{1}{2}$, find as many ways as you can to make one unit square".</p>	<p>M.I.A.: Level 2-Units 2 & 3.</p> <p>Level 3-Units 1 & 3.</p> <p>Series M: Level 1-Unit 15.</p> <p>Level 2-Unit 8.</p> <p>Level 3-Unit 5.</p> <p>M.I.A.: Level 3-Unit 3.</p> <p>Level 4-Unit 3.</p> <p>Series M: Level 3-Unit 6.</p> <p>M.I.A.: Level 3-Unit 5.</p> <p>Series M: Level 3-Unit 6.</p> <p><u>Supplementary</u></p> <p>Schoolhouse Mathematics - Kits 2 and 3.</p> <p>Math Lab.</p> <p>Fractional Dominoes.</p> <p>Fracto.</p>

OPERATIONS AND PROPERTIES
Level 2
A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Solves addition equations with solutions to 20.</p>	<p>Use domino cards, beads or number lines to illustrate the joining of sets of addends.</p>	<p>M.I.A.: Level 1- Units 1, 2,3 & 4. Level 3- Unit 1.</p> <p>Series M: Level 1- Units 1- 14.</p>
<p>Demonstrates rote knowledge of addition facts.</p>	<p>Using flash cards, construct a tree trunk. Have student write his name and a one fact on a cutout leaf. As each student learns the facts, place leaves at the bottom of the tree (fallen leaves).</p>	<p>Series M: Level 2- Unit 2.</p>
<p>Solves addition problems using the commutative property ($3 + 4 = 4 + ?$).</p>	<p>Tell a story involving students or objects in the classroom: "A put together story, 6 leaves, 5 more, how many now?"</p>	<p>M.I.A.: Level 2- Unit 1, 2, 3. Level 3- Unit 1.</p> <p>Series M: Level 2- Unit 2. Level 1- Units 6 & 9.</p>
<p>Adds 2 digit numerals: a) without regrouping b) with regrouping.</p>	<p>Have student illustrate numbers with models. Talk about number of ones, number of tens.</p> <p>Play the game "On Time for School".</p>	<p>M.I.A.: Level 1- Unit 4.</p> <p>Series M: Book 1- Unit 2.</p> <p>M.I.A.: Level 2- Unit 4.</p> <p>Series M: Book 2- Unit 6. Book 3- Unit 3.</p>

OPERATIONS AND PROPERTIES
 Level 2
 A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		<p><u>Supplementary</u></p> <p>VeriTech Primary Math Lab I, Book 3, Addition 1. Arithmetic Drill Cards Box 1 - 2. Match Dot-to-Dot; Math Riddles, Tongue Twisters, and Happy Thoughts (+ and -; Book 1); Clown Mathematics - Addition; Math Mysteries - Addition; Gameboards; Ye Olde Math (+ and -); Third Math Helper- Addition Facts; Schoolhouse Mathematics - Kits 1, 2, 3 Drill and Practice - Kit AA; Moving Up in Numbers; Independent Drill for Mastery: Fundamentals of Addition and Subtraction.</p>

OPERATIONS AND PROPERTIES

Level 2

B. Subtraction Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States orally and demonstrates with manipulatives that addition and subtraction are inverse operations.</p> <p>Solves subtraction equations with minuends to 18.</p> <p>Demonstrates rote knowledge of subtraction facts.</p>	<p>Use idea of number line but large enough for student to step on. Have him begin at 15 or 18 and walk backward the number of spaces being subtracted.</p> <p>Provide a collection of catalogues, paper, yarn, scissors. Have one student give a subtraction fact; others cut out pictures and mount them on their papers to illustrate the number facts.</p>	<p>M.I.A.: Level 1-Units 1, 2, 3 & 4.</p> <p>Series M: Level 1-Units 1-14.</p> <p>M.I.A.: Level 1-Units 1, 2, 3 & 4.</p> <p>Series M: Level 1-Units 1-14. Level 2-Unit 4.</p> <p>Series M: Level 2-Unit 4.</p> <p><u>Supplementary</u></p> <p>VeriTech Primary Math Lab 1, Book 4, Sub. 1.</p> <p>Arithmetic Drill Cards - Box 1, 2.</p> <p>Match Dot-to-Dot;</p> <p>Math Riddles, Tongue Twisters, Happy Thoughts, Book I;</p> <p>Clown Book - Subtraction;</p> <p>Ye Olde Math (+ and -);</p> <p>Math Mysteries - Subtraction, Book 1, 2.</p> <p>Gameboards;</p> <p>Schoolhouse Mathematics - Kit 1, 2, and 3.</p> <p>Individualized Mathematics: Drill and Practice (Kit AA);</p> <p>Moving Up in Numbers;</p> <p>Independent Drill for Mastery.</p>

OPERATIONS AND PROPERTIES
Level 2
C. Multiplication Concepts

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States orally and demonstrates with manipulatives that multiplication is repeated addition.</p> <p>Names and demonstrates the use of symbol \times.</p> <p>Solves multiplication involving up to 1,2,3,4 or 5×9.</p>	<p>Have student tell about sets of things that have the same number of objects in them. Ask student to give the number of objects in each set, the number of sets and the number of objects in all. Tell him that in the next few days he will be learning a short cut to find the number of objects in all.</p> <p>To show the need for \times sign discuss examples such as $2 + 2 + 2$, etc. and show the convenience of rewriting this as $9 \times 2 = 18$.</p> <p>Have student cut out pictures from magazines or draw scenes showing several sets of equivalent sets; then trade pictures and write rebus statements about them.</p>	<p>M.I.A.: Level 2- Unit 2.</p> <p>Series M: Level 1- Unit 15. Level 2- Unit 14.</p> <p>M.I.A.: Level 3- Unit 3.</p> <p>Series M: Level 2- Unit 14.</p> <p>M.I.A.: Level 3- Unit 3.</p> <p>Series M: Level 2- Unit 14. Level 3- Unit 7.</p> <p><u>Supplementary</u></p> <p>VeriTech Primary Math Lab 1, Book 8. Individualized Mathematics. Ye Olde Math (\times and \div); Math Riddles, Tongue Twisters and Happy Thoughts (\times and \div, Book 1).</p>

OPERATIONS AND PROPERTIES
Level 2
D. Division Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States orally and demonstrates with manipulatives that division is repeated subtraction.</p> <p>Names and demonstrates the use of symbols \div and $/$_____:</p> <p>Solves division up to $9/45$_____.</p> <p>States orally and demonstrates that multiplication and division are inverse operations.</p>	<p>Use chalkboard to illustrate $8 - 2 = 6$ till you get to 0. Two has been subtracted 4 times so there are 4 two's in 8. $8 \div 2 = 4$. Use egg carton and counters, 8 counters 2 in each egg holder.</p> <p>Demonstrate that division can be written horizontally using \div.</p> <p>Use "Division Bingo" to reinforce division facts.</p> <p>Use objects to show the putting together of four 3's to make 12; and the separating of 12 to show the number of 3's in 12.</p>	<p>M.I.A.: Level 3- Unit 3.</p> <p>Series M: Level 2- Unit 15.</p> <p>M.I.A.: Level 3- Unit 3.</p> <p>Series M: Level 3- Unit 11.</p> <p>M.I.A.: Level 3- Units 3, & 4.</p> <p>Series M: Level 3- Unit 11.</p> <p>M.I.A.: Level 3- Unit 3.</p> <p>Series M: Level 3- Unit 11.</p> <p><u>Supplementary</u></p> <p>Arithmetic Drill Cards Books 1 - 2. Ye Olde Math (\times and \div); Math Riddles, Tongue Twisters and Happy Thoughts, (\times and \div); Gameboards;</p> <p>(cont'd. next page)</p>

OPERATIONS AND PROPERTIES
Level 2
D. Division Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		<p>Steps to Mathematics Book I; Schoolhouse Mathematics - Kit 3; Individualized Mathematics: Drill and Practice - Kit AA) Independent Drill for Mastery: Fundamentals of Multiplication and Division.</p>

OPERATIONS AND PROPERTIES

Level 2

E. Problem Solving

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Solves one-step problems involving addition and subtraction:</p> <p>a) with one digit numerals</p> <p>b) with two digit numerals.</p>	<p>Use concrete materials and apply problems to daily living as much as possible, e.g. "Set the table for supper; if company comes, how many plates will be needed?" "We have 12 children in our class; 2 are away. How many are left?"</p>	<p>M.I.A.: Level 2-Units 2 & 3.</p> <p>Series M: Level 1-Units 6 & 9.</p> <p>Series M: Level 2-Units 1 & 4.</p> <p>M.I.A.: Level 2-Unit 4. Level 3-Unit 2.</p> <p>Series M: Level - Unit 10, 13. Level 2-Unit 9, 11.</p> <p><u>Supplementary</u></p> <p>Moving Up in Story Problems.</p> <p>Numbers and Clues.</p>

MEASUREMENT AND GRAPHING

Level 2

A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Names and demonstrates the use of symbols \$ and ¢.</p> <p>Selects, names and demonstrates knowledge of the value of a quarter, and bills.</p> <p>Counts a group of pennies, nickels and dimes.</p> <p>Solves one step oral problems using nickels, dimes and pennies to 20¢.</p>	<p>Distribute playmoney. Have student match bills with \$ signs; coins with ¢ signs.</p> <p>On a shopping field trip, have student point out \$ and ¢ signs that they see.</p> <p>Set up classroom store. Use items priced at 25¢, \$1.00, \$5.00, \$2.00 etc. Have student use exact amounts of money to purchase items. Expand this activity further as knowledge of money increases.</p> <p>Take field trips to purchase items for class; parties, etc.</p> <p>Place a variety of coins in bag. Have student draw out several and name their value.</p> <p>Set up a classroom store.</p> <p>Use practical projects as much as possible, e.g. sales of popcorn, purchasing milk at schools, buying needed classroom supplies from teacher (erasers, pencils).</p>	<p>M.I.A.: Level 2- Unit 3.</p> <p>Series M: Level 1- Unit 12.</p> <p>M.I.A.: Level 2- Unit 3.</p> <p>Series M: Level 1- Unit 12.</p> <p>Series M: Level 2- Unit 11.</p> <p>M.I.A.: Level 1- Unit 3.</p> <p>Level 2- Unit 1.</p> <p>Series M: Level 1- Unit 12.</p> <p>Series M: Level 1- Unit 12.</p>

MEASUREMENT AND GRAPHING

Level 2

A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States equivalent values of combinations of coins:</p> <p>a) to a quarter</p> <p>b) to a one dollar bill.</p>	<p>Write various amounts of money on slips of paper and place in a box. Have student draw slips and make up the amounts given with play money.</p>	<p>M.I.A.: Level 2- Unit 3.</p> <p><u>Supplementary</u></p> <p>Money Makes Sense. VeriTech Primary Math Lab I, Book 10, (Money, Time, Measurement). Time and Money - Grades 1, 2. Schoolhouse Mathematics - Kit 1, 2.</p>

MEASUREMENT AND GRAPHING
Level 2
B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Tells and writes time to the half hour.</p> <p>Uses different types of clocks, e.g. digital, alarm, stop watch.</p> <p>States the use of and reads calendar:</p> <p>a) identifies and names the months in order</p> <p>b) identifies and names the days of the week in order.</p>	<p>Divide class into 2 teams; show time on demonstration clock. Give team members 1 point if they name time correctly.</p> <p>Use different clocks for various classroom activities, e.g. stop watch for physical education, digital for minute math test.</p> <p>Use monthly classroom calendar to:</p> <ul style="list-style-type: none"> - post birthdays of students - mark important holidays - develop anticipation of various school or classroom activities. 	<p>M.I.A.: Level 1- Unit 4. Level 2- Unit 3. Level 3- Unit 3.</p> <p>Series M: Level 1- Unit 12.</p> <p>Series M: Level 1- Unit 12.</p> <p>M.I.A.: Level 2- Unit 4.</p> <p>Series M: Level 2- Unit 5.</p> <p>M.I.A.: Level 2- Unit 4.</p> <p>Series M: Level 1- Unit 12. Level 12- Unit 5.</p> <p>M.I.A.: Level 2- Unit 4.</p> <p>Series M: Level 2- Unit 5.</p> <p><u>Supplementary</u></p> <p>Telling Time (A Time Instruction Program by Modular Elements). Time Bingo. It's About Time.</p>

MEASUREMENT AND GRAPHING

Level 2

B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p>		<p>Math Activity 3- Telling Time. VeriTech Primary Math Lab 1, Book 10 (Time, Money, Measurement). Useful Arithmetic Series - Level 2. Gameboards. Schoolhouse Mathematics - Kit 1, 2.</p>

MEASUREMENT AND GRAPHING
Level 2
C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads and measures in linear units: cm, dm, and m.</p> <p>Reads and measures in capacity units: l and half-litre.</p> <p>Reads weight in g. units.</p> <p>Recognizes the concept of mm, ml, and kg.</p> <p>Reads $^{\circ}\text{C}$ on a thermometer.</p>	<p>Make up "personal" charts involving measurement: "My desk is _____ high; my shoe is _____ long; my eraser is _____ high.</p> <p>Visit store, take field trips; invite milkman. Use sand table and water activities.</p> <p>Use classroom objects (pencils, paper clips); have student weigh them, and record on "personal chart".</p> <p>Use as part of daily classroom activities and discussion: "This weighs about _____ kgs, This is about _____ mms long". Emphasize during cooking activities.</p> <p>Have student associate given temperatures with certain activities.</p> <p>Have a thermometer outside the classroom window and have it recorded daily by class.</p> <p>Use thermometer in making candy; science projects.</p>	<p>M.I.A.: Level 1-Unit 3. Level 2-Unit 2. Level 3-Units 2&5. Series M: Level 2-Unit 7.</p> <p>M.I.A.: Level 2-Unit 4. Series M: Level 1-Unit 12. Level 2-Unit 11.</p> <p>Series M: Level 3-Unit 12.</p> <p>M.I.A.: Level 3-Unit 5. Series M: Level 2-Unit 11.</p> <p>Series M: Level 3-Unit 12.</p> <p><u>Supplementary</u> VeriTech Primary Math Lab I, Book 10. Metric Magic. Schoolhouse Mathematics - Kits 1, 2, & 3. Math Lab. Classroom Thermometer.</p>

GEOMETRY AND SYMMETRY

Level 2

A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes combinations of shapes and identifies a given shape within a picture.</p> <p>Identifies line, parallel line, curve, angle.</p> <p>Identifies symmetrical shapes.</p>	<p>Discuss and demonstrate in art projects; making sculptures, using boxes, juice cans, foam balls.</p> <p>Use physical education class. Have students demonstrate each shape as teacher calls them out.</p> <p>Do classroom "search" for curves, parallel lines, angles.</p> <p>Prepare symmetry cards with two-dimensional shapes by cutting each from two different colors of construction paper and gluing them together with a flattened paper straw between them. As card shows one side of the cutout have student rotate cutout to match.</p>	<p>M.I.A.: Level 2- Unit 4. Level 3- Unit 2.</p> <p>Series M: Level 1- Unit 4. Level 2- Unit 3.</p> <p>M.I.A.: Level 4- Unit 8.</p> <p>M.I.A.: Level 2- Unit 2. Level 3- Unit 1.</p> <p>Series M: Level 2- Unit 3.</p>

GEOMETRY AND SYMMETRY

Level 2

B. Construction of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Constructs 2 and 3 dimensional shapes from a pattern, e.g. diamond, pyramid, cylinder.</p>	<p>Use gift boxes from stores as patterns; have student make gift boxes in varying shapes for Christmas presents to family.</p> <p>Have student make sculptures from boxes, juice cans, cardboard tubes, plastic foam balls, and other three dimensional objects.</p>	<p>M.I.A.: Level 3- Unit 3. Level 4- Unit 2. Series M: Level 5- Unit 4.</p> <p><u>Supplementary</u></p> <p>Schoolhouse Mathematics - Kits 1, 2, & 3. Math Lab. Make and Tell Kits.</p>

NUMBERS AND NUMERATION

Level 3

A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Calculates and works with the set of numbers that satisfies a given equation.</p> <p>Identifies the place value of each digit in any 6-digit number.</p>	<p>Stress idea that equations are "equal" and must balance.</p> <p>Use work-with approach: demonstrate object or number is needed to make both sides the same (equals).</p> <p>Work first with visual and concrete material equations - move to word and numeral representations of these.</p> <p>Use place value chart to demonstrate visually "place values". Using concrete place value materials (trays, slotted trays, charts) have student slot and name several 6-digit numbers according to correct place values.</p>	<p>M.I.A.: Level 7- Unit 1. Math Plus Unit 11.</p> <p>M.I.A.: Level 7- Unit 1. Series M: Level 4- Unit 1. Math Plus Unit 1.</p> <p><u>Supplementary</u></p> <p>Equals (game). Place Value I. Place Value Chart. Metric Place Value Chart.</p>

NUMBERS AND NUMERATION

Level 3

B. Cardinal Numbers and Numerals

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Counts, reads, writes and sequences numerals efficiently.</p>	<p>Build on familiar concept of first, second and third. Provide exercises which include visual recognition or ordering (stories, placing events in order of occurrence), written (name and numeral) ordering and verbal skills. Use games, flash cards and numerous exercises to achieve accurate and quick proficiency in these skills.</p>	<p>M.I.A.: Levels 3 & 4. Level 7-Unit 1.</p> <p>Series M: Level 6-Unit 1.</p>
<p>Distinguishes between odd and even numbers.</p>	<p>Introduce idea of pairs (shoes, gloves, etc.) as groups of two, then introduce "odd" as being without a partner. Groups of objects (and numbers) which can be divided into pairs are "even". "Odd" numbers are those with something left over. Have student work first with concrete materials -- pairing off -- transfer to numerals which can be divided into pairs.</p> <p>Use pairing games and those requiring taking odd and even numbers of moves, etc.</p> <p>Use flashcards to build visual recognition and verbal recognition and verbal recall of odd and even numbers.</p>	<p>M.I.A.: Level 4-Unit 5.</p>

NUMBERS AND NUMERATION
Level 3
C. Classification

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Given a group of objects classifies on the basis of two criteria.</p>		

NUMBERS AND NUMERATION
Level 3
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of relationship of fractions to decimals.</p> <p>Demonstrates use of calculator for operation of decimal fractions.</p> <p>Identifies and represents tenths and hundredths in a concrete or pictorial setting.</p> <p>Reads and writes decimals to hundredths.</p>	<p>Demonstrate that decimals are related to fractions by first showing decimals in fraction form, e.g. $\frac{1}{10}$, $\frac{1}{100}$, $\frac{1}{4}$. Illustrate that decimals are another way of writing fractions.</p> <p>Using art materials assist student in creating a wall chart to illustrate the relation between fractions, decimal fractions and decimals, e.g. $\frac{1}{10} = \frac{10}{100} = .10$ and $\frac{1}{25} = \frac{4}{100} = .04$).</p> <p>Demonstrate on calculator how decimals are keyed in. Assist student to develop ease in performing this task.</p> <p>Use fraction - decimal wall chart and concrete materials to illustrate tenths and hundredths. Transfer concept to items commonly divided into tenths (dollar, dimes; school year; ten months, decimetric, decades) and hundredth (dollar - 100 cents; centi-metric; century) Have student represent these pictorially and numerically.</p> <p>Begin with common hundredths - the "cents" in \$ equations e.g. "\$1.49 equals one and 49 hundredths, the decimal point is used to show this."</p>	<p>M.I.A.: Level 7 Unit 1 & 4.</p> <p>Series M: Level 4- Unit 16.</p> <p>Math Plus Unit 3.</p> <p>Math Plus Unit 1. Unit 2. Unit 5.</p> <p>M.I.A.: Level 7- Unit 1 & 4.</p> <p>Series M: Level 4- Units 3 & 14.</p> <p>M.I.A.: Level 7- Unit 4. Level 6.</p> <p>Series M: Level 4- Units 3 & 4.</p>

NUMBERS AND NUMERATION
Level 3
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Converts decimals to fractions, and fractions to decimals, e.g. $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{3}$.</p> <p>Applies the four basic operations (+, -, x, ÷) to equations involving decimals.</p>	<p>Have student pictorially and numerically represent given \$ expressions and give \$ expressions for pictorial and numerical representations.</p> <p>Use fraction-decimal charts and dominoes to illustrate equivalent fractions and decimals pictorially. Move to exercises where student must convert fractions to decimals and decimals to fractions.</p> <p>Review rules of x and ÷ fractions.</p> <p>Use \$ as students are often familiar with $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{10}$, $\frac{1}{20}$ of a dollar and can grasp concept $\frac{1}{2} = .50 = \frac{50}{100}$, etc.</p> <p>Stress "lining up" of decimal points when adding and subtracting (\$ illustrations are useful); change in placement of decimal point when multiplying and before dividing. Drill with students as mastery is important.</p>	<p>Math Plus Unit 3.</p> <p>M.I.A.: Level 7- Unit 1, 4, 5.</p> <p>M.I.A.: Level 6. Series M: Unit 12. Math Plus Unit 3.</p> <p>Math Plus Unit 1- Unit 11.</p> <p><u>Supplementary</u></p> <p>Fraction Activity Cards. Sports 'N Things Math Cards. Decimal and Fraction Dominoes. Experiments in Fractions. My Fraction Book. Fraction (Game). Fraction Match-ups. Calcu-Math.</p>

NUMBERS AND NUMERATION
Level 3
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		<p>Calculator in the Classroom. Calculator Activities for the Classroom (Duplicating Book). Calculator Capers. Focus on Decimals. Decimal Point Indicator. Place Value Chart. Metric Place Value Chart Decimal Fraction Dominoes. Mathematics Practice in Problem Solving Books A, B, C.</p>

OPERATIONS AND PROPERTIES
Level 3
A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Adds 3 digit numerals</p> <p>a) without regrouping</p> <p>b) with regrouping.</p> <p>Adds beyond 3 digits, including column addition, with the use of the calculator.</p>	<p>Review and practise basic facts included in the readiness section of M.I.A. Level 7.</p> <p>Have each student on a 4-member team prepare a set of cards labelled 0 - 9. Have each member shuffle his cards, then arrange cards to show the greatest no. Have each player then draw another card. The greatest no. is again shown.</p> $\begin{array}{r} 9430 \\ + 6521 \\ \hline \end{array}$ <p>Have one member add the tens. If there is a "carry number" the tens member informs the next member who is to add the hundreds and so on. After their large numbers are obtained, have players add those sums and compare those with other teams. The team with the greatest final number wins.</p> <p>Demonstrate the care and "checking" needed when adding beyond 3 digits on the calculator. Drill for accuracy.</p> <p><u>Note:</u> Working with money usually simplifies "carrying"/regrouping concept.</p>	<p>M.I.A.: Level 7- Unit 1.</p> <p>Series M: Level 4- Unit 2.</p> <p>Math Plus Unit 1.</p> <p><u>Supplementary</u></p> <p>Look into the Facts (+ and -). SLAM (+) Duplicating Book. Calcu-Math. Calculator in the Classroom. Calculator Activities for the Classroom. Calculator Capers.</p>

B. Subtraction Concept

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OPERATIONS AND PROPERTIES
Level 3
C. Multiplication Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Solves multiplication problems with products of 100 with regrouping.</p> <p>Multiplies with products to 100 with regrouping.</p> <p>Using the calculator, multiplies 2 digit numerals and numerals beyond 2 digits.</p>	<p>Review place value, grouping and "carrying" from addition skills. Transfer to multiplication.</p> <p>Use game (no. cards) found under addition. Use with x symbol - regrouping = carrying.</p> <p>Discuss and demonstrate how an adding machine would find a product such as 16×24: it would find the sum of sixteen 24's. In multiplying 16×24 we first find how much six 24's is, then add the two numbers to find the total, or sixteen 24's.</p>	<p>M.I.A.: Level 4. Level 4- Unit 1.</p> <p>Series M: Level 3- Unit 16.</p> <p>M.I.A.: Level 4. M.I.A.: Level 7- Unit 1.</p> <p>Series M: Level 3- Unit 6.</p> <p>Math Plus Unit 1.</p> <p><u>Supplementary</u></p>
		<p>Fun "Times" with Multiplication Facts.</p> <p>Look Into the Facts (x and +).</p> <p>SLAM (x) Dup. Book.</p> <p>Calcu-Math.</p> <p>Calculator</p> <p>Activities for the Classroom.</p>

OPERATIONS AND PROPERTIES

Level 3

D. Division Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Divides numerals beyond 2 digits using the calculator.</p>	<p>Review various symbols which indicate division (\div, $\frac{\quad}{\quad}$, fraction). Stress visual representation with concrete materials of the process of group and regrouping. Have student circle or otherwise mark off groups within a given number of objects (picture or concrete form).</p> <p>Circle the groups of 4 in the diagram. Ask how many groups of 4 student can find.</p> <p>Transfer concept to larger numbers. Drill in long division process.</p>	<p>Math Plus Unit 1.</p> <p><u>Supplementary</u></p> <p>Calculator in the Classroom.</p> <p>Calculator</p> <p>Activities for the Classroom.</p>

OPERATIONS AND PROPERTIES

Level 3

E. Problem Solving

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Solves one-step problems involving all four basic operations, and chooses the operation needed to solve the problem.</p>	<p>Have student read a series of given problems with quantities missing; have him say to himself "so much" or "so many" when he sees a blank.</p> <p>Review or make a wall chart of "math ling", words frequently found in math problems: less than, more than, how much less, how much more, altogether, how much left, gained, in all, for each.</p>	<p>M.I.A.: Level 7 & 8. Units 1 & 2.</p> <p>Levels 3 through 6. Series M: Level 4 (2,3,6, 10,14, 16). Level 6- Unit 9.</p> <p>Math Plus Units 3, 11.</p> <p><u>Supplementary</u></p> <p>Sports 'N Things Math Cards.</p>

MEASUREMENT AND GRAPHING

Level 3

A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and names the value of paper money.</p> <p>Makes change to \$100.00</p> <p>Counts a collection of coins and bills.</p>	<p>Use activities found in Pace-maker Practical Arithmetic Series - particularly \$ Makes Sense.</p> <p>Provide practice working with actual coins and bills.</p> <p>As above.</p> <p>As above.</p>	<p>M.I.A.: Level 3.</p> <p>M.I.A.: Level 4. Series M: Level</p> <p>M.I.A.: Levels 3 & 4. Series M: Level 4- Unit 5.</p>

MEASUREMENT AND GRAPHING

Level 3

B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Tells and writes time to the 1/4 hour.</p> <p>Tells time to 5 minute intervals.</p> <p>Tells and writes time to 1 minute.</p> <p>Reads digital clocks.</p> <p>Recognizes second as a unit of time.</p>	<p>Note: as attending to detail is often a handicap, clocks used for demonstration should be large, with minute divisions and second hand clearly visible.</p> <p>Divide a large clock into units (1/4's, 5 minutes, etc.) using tape, etc. Stress amount of time in each unit.</p> <p>Stress important times of the day for each individual. Expand from telling these times to other exercises.</p> <p>Note: Since many students are familiar with digital clocks used in sports and in the home, make exercises practical.</p> <p>As above, stressing use of third hand on the clock: the second hand.</p> <p>Provide exercises, e.g. timing races, activities, etc. with stop-watches; stress importance of the second.</p> <p>Note: Initial clocks used should be large with easily recognizable second hand.</p>	<p>M.I.A.: Level 3- Unit 5.</p> <p>Series M: Level 2- Unit 11.</p> <p>M.I.A.: Level 3- Unit 5.</p> <p>Series M: Level 2- Unit 11. Level 5- Unit 11. Level 6- Unit 10.</p> <p>M.I.A.: Level 4- Unit 3.</p> <p>Series M: Level 5- Unit 11.</p> <p>M.I.A.: Level 4- Unit 3.</p> <p>Series M: Level 5- Unit 11.</p> <p>M.I.A.: Level 6.</p> <p>Series M: Level 4- Unit 15. Level 5- Unit 11. Level 6- Unit 10.</p> <p><u>Supplementary</u></p> <p>Moving Up in the Time. Clock-0.</p>

MEASUREMENT AND GRAPHING
Level 3
C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads and solves simple problems involving km. and C°.</p> <p>Solves simple problems involving conversion from one unit to another, e.g. cm. to m.</p>	<p>Keep activities specific, practical and relevant to everyday needs of student, e.g. distances travelled to and from school/work; temperature readings.</p> <p>Use conversion activities and exercises, e.g. from metric system. These should be numerous so that conversion becomes relevant and easily achieved. Stress drill, use wall charts, etc. to enhance familiarity with prefixes used in metric, e.g. milli, kilo, centi.</p>	<p>M.I.A.: Level 7- Unit 1.</p> <p>Series M: Level 3- Unit 12. Level 4- Unit 4. Level 5- Unit 11. Level 6- Unit 10.</p> <p>M.I.A.: Level 7- Unit 1.</p> <p>Math Plus Unit 1.</p> <p>Series M: Level 5- Unit 7. Level 6- Unit 7.</p> <p><u>Supplementary</u></p> <p>Metric Auto Dial. Metrics - How to Begin. Mille-Bornes (km.). Temp. Task Cards (C°). Metric Measurement - Activities and Bulletin Boards. Measurement - Standard Units. Metric Wall Chart. Centimeter Rods. Metric Tasks (Skill Development Activities). Simple Surveying Work Cards. Flight Into Metrics - Metric Thrust. Metric Book of Amusing Things To Do. Linear Task Cards.</p>

GEOMETRY AND SYMMETRY

Level 3

A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and matches 2-D shapes (square, rectangle and circle) to 3-D shapes (cones, cylinders spheres, cubes).</p> <p>Constructs and works with angles, circles (radius, diameter), lines (segments, perpendicular) etc.</p> <p>Applies above knowledge to living and vocational situations.</p> <p>Recognizes geometry and symetry in environment.</p>	<p>Have student examine models of various space figures. Have on hand boxes, cans, balls, cones, and pyramids. Allow student to handle objects, count the faces, check to see which faces look the same size and shape, and so on.</p> <p>Have student trace, cut out, and construct various shapes.</p> <p>Have student find various shapes in collages and constructions (2-D and 3-D).</p> <p>Have student create drawings, and designs specific and free-lance, using only specified shapes.</p> <p>Take student to an art class; go on a neighborhood tour. Invite an architect in to discuss and demonstrate important uses of geometry in art and every day situations.</p>	<p>M.I.A.: Level 7- Unit 4. Level 5- Unit 4. Series M: Level 4- Unit 7.</p> <p>M.I.A.: Level 6. Level 7- Unit 3. Series M: Level 5- Unit 4. Math Plus Unit 2.</p> <p>M.I.A.: Level 8- Unit 6. Series M: Level 5- Unit 4.</p> <p><u>Supplementary</u></p> <p>Stitch Geometry. BJ's Mathgames - Geometry. Shape Tracer and Recognition Set. Geo-Fix Solid Geometry Construc- tion Outfit.</p>

GEOMETRY AND SYMMETRY

Level 3

A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		<p>Geo-Struct Mathematical Model Construction Outfit. Art "N" Math. Environmental Geometry. Paper Folding Geometry. Tasselations & Patterns. Fun with Geometric Activities.</p>

GEOMETRY AND SYMMETRY
Level 3

B. Construction of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Constructs 3-D shapes and designs from readily accessible materials.</p>	<p>Use same strategies as in "recognition and use of geometric shapes". Begin with large material.</p> <p><u>Note:</u> Students may require a great deal of individual assistance as depth perception and fine motor skills are stressed here.</p>	<p><u>Supplementary</u></p> <p>Paper-Folding Geometry.</p>

NUMBERS AND NUMERATION

Level 4

A. Primitive Number Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies the place value of each digit in any numeral beyond 6-digits.</p>	<p>Use place value chart to visually demonstrate "place values". Give student several 6 + digits; using chart have student name the place value of each digit. Include words and numerals for numbers given in this exercise.</p>	<p>M.I.A.: Level 6. Series M: Level 4- Unit 1. Math Plus Unit 1.</p> <p><u>Supplementary</u></p> <p>Place Value II. Place Value Chart. Metric Place Value Chart. Metric Wall Chart.</p>

NUMBERS AND NUMERATION

Level 4

B. Cardinal Numbers and Numerals

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Estimates and rounds off to various place values.</p>	<p><u>Note:</u> Strategies should be practical.</p> <p>Have students work in pairs selecting items that have price tags. Have students estimate the amount of \$ they have spent -- to nearest dime, dollar, etc. Have students compare estimates and resolve any differences.</p> <p>Have student estimate daily, weekly, monthly, living expenses.</p>	<p>M.I.A.: Level 5- Unit 1. Level 6- Unit 1. Level 7- Unit 1. Series M: Level 4- Unit 1. Math Plus Unit 1.</p>
<p>Explains negatives and their relation to practical situations (football, temperatures, sea level, countdowns, debits, credits).</p>	<p>Have student read and record temperature readings on home/school thermometer and explain temperature changes each day as + or - from the previous day.</p> <p>Have student watch and record scores from local football games.</p> <p>Apply to spending/estimating if student is short (-) or over (+) amount of \$ needed for purchases.</p>	<p>M.I.A.: Level 7- Unit 6. Series M: Level 6- Unit 16. Math Plus Unit 10.</p> <p><u>Supplementary</u></p> <p>Temperature Task Cards. Zero-Centered Wheel.</p>

NUMBERS AND NUMERATION

Level 4

C. Classification

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Given a group of objects, classifies on the basis of two criteria.</p>		

NUMBERS AND NUMERATION
Level 4
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates understanding of relationship of fractions to decimals, as applied to every day situation.</p>	<p>Have student use model containers to fold, color, cut out and label level of liquid for single-digit quantities ($1/3$, $1/4$, $1/2$, etc.). Have student re-fold, color, cut and label to the equivalent of two-digit fractions ($4/12$, $5/20$, $50/100$, etc.).</p> <p>Once idea of equivalent fractions is established have student reduce and increase fractions until interchange becomes familiar.</p> <p>Explain to student that all operations remain the same: only the digits are larger numbers representing smaller fractions.</p> <p>Make use of fraction games and visual aids.</p>	<p>M.I.A.: Level 6. Series M: Level 4- Unit 16. Level 5- Unit 15. Level 6- Unit 12. Math Plus Unit 2- Unit 11.</p> <p><u>Supplementary</u></p> <p>Fraction Match-Ups. Experiments in Fractions. Fractional Dominoes. Fraction (Game). Fraction Activity Cards. Fraction Tiles. Fraction Numbers. Aspex Fraction - Sets 1 & 2. Visual Fraction Apparatus. Vistrum Fractions Compacts (1-3). Vistrum Fractions Work Cards (1-3).</p>

NUMBERS AND NUMERATION
Level 4
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
States that percentage represents parts of a hundred.	Give student percents such as 10%, 25%; have him tell the meaning of each and draw/color in a picture on squared paper (divided into 100 units) to illustrate each.	M.I.A.: Level 7- Unit 5. Series M: Level 6- Unit 14. Math Plus Unit 3.
Reads common percentage statements.	Demonstrate with pennies (cents-meaning 1/100) percent part of 100. Assign reading of news articles relating to rises in costs (10% increase); sale items (25%, 40% off). Provide exercises in calculating how much would be saved at a sale.	M.I.A.: Level 7- Unit 5. Series M: Level 6- Unit 14. Math Plus Unit 3.
Demonstrates single digit ratios.	Discuss and use pictures to illustrate that ratio is the comparison of two sets or objects. Emphasize that 4 to 8 and $4/8$ are two ways to name the same ratio. Display two sets of objects; have student compare these naming the appropriate ratios.	M.I.A.: Level 7- Unit 5. Series M: Level 6- Unit 14. Math Plus Unit 3.
Solves single step problems involving ratio and proportions.	Use ratio to interpret and work with map and scale drawings. Have student calculate and draw up small maps of bedroom, home, school, etc.	M.I.A.: Level 7- Unit 5. Series M: Level 6- Unit 14. Math Plus Unit 3.

NUMBERS AND NUMERATION
Level 4
E. Fractions

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Solves 2 and 3 step problems involving ratio and proportion.</p>	<p>Use problems and activities as found in Math Plus, Unit 3.</p> <p><u>Note:</u> Strategies should be practical, e.g. cooking, carpentry.</p>	<p>M.I.A.: Level 8- Units 3 & 4.</p> <p>Series M: Level 6- Unit 14.</p> <p>Math Plus Unit 3.</p> <p><u>Supplementary</u></p> <p>Fraction Match-Ups. Percentage - Rotacent Scholar's Pie and Percentage Wheel.</p>

OPERATIONS AND PROPERTIES

Level 4

A. Seriation Addition Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Estimates the sum in addition problems with reasonable accuracy.</p> <p>Demonstrates familiarity with a variety of machines, e.g. cash register, adding machine, calculator</p>	<p>Have student round each of a given set of numbers to the nearest ten; round each number up to the next ten, then round down to the next ten. Have student find each sum, using the original values; then decide which type of rounding (estimating) most often gives the result closest to the "real" answer. Repeat with larger numbers, rounding by 100's, 1000's, etc.</p> <p>Arrange for student to watch "operation" demonstrations of machines in school or local business departments, school cafeteria, store, etc.</p> <p>Arrange for student to work part-time on these machines or to perform specified exercises with them.</p>	<p>M.I.A.: Level 7- Units 1, 2 & 4.</p> <p>Series M: Level 5- Unit 2.</p> <p><u>Supplementary</u></p> <p>Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. Calculator in the Classroom. Calculator Activities for the Classroom (duplicating masters). Calculator Capers. SLAM (+) Duplicating Book.</p>

OPERATIONS AND PROPERTIES

Level 4

B. Subtraction Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Estimates the difference in subtraction problems with reasonable accuracy.</p>	<p>Have student round each of a given set of numbers to the nearest ten, etc. (as above for addition) changing the operation to subtraction.</p> <p>Employ "spending" activities: estimating dollars spent (subtraction).</p>	<p>M.I.A.: Level 7- Unit 4.</p> <p>Series M: Level 5- Unit 2.</p> <p><u>Supplementary</u></p> <p>Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. SLAM (-) Duplicating Book.</p>

OPERATIONS AND PROPERTIES
Level 4
C. Multiplication Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Estimates the product in multiplication problems with reasonable accuracy.</p> <p>Uses and applies skills and concepts introduced and developed.</p>	<p>As for addition and subtraction, changing operation to multiplication.</p> <p>Role play ordering materials, estimating costs, doubling recipes, etc.</p>	<p>M.I.A.: Level 7- Unit 4.</p> <p>Series M: Level 5- Unit 3.</p> <p>Math Plus: Units 4 - 12.</p> <p><u>Supplementary</u></p> <p>Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. Yahtzee SLAM (x) Duplicating Book.</p>

OPERATIONS AND PROPERTIES

Level 4

D. Division Concept

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Estimates the dividends in division problems with reasonable accuracy.</p>	<p>As for addition, subtraction and multiplication, changing the operation to division.</p> <p>Role play ordering materials dividing up work assignments, allotting time, halving recipes, etc.</p>	<p>M.I.A.: Level 5- Unit 3. Level 7- Unit 2.</p> <p>Series M: Level 6- Unit 5.</p> <p><u>Supplementary</u></p> <p>Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. SLAM (+) Duplicating Book.</p>

OPERATIONS AND PROPERTIES
Level 4
E. Problem Solving

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Solves practical life-situation problems with the 4 basic operations involving one to three steps, e.g. averaging.</p>	<p>Present student with practical life-situations as described in materials.</p> <p>Use role play.</p>	<p>M.I.A.: Level 7- Unit 2. Level 8- Unit 1, 2 & 6.</p> <p>Series M: Level 4- Unit 6. Level 5- Unit 8. Level 6- Unit 9.</p> <p>Math Plus Unit 11.</p> <p><u>Supplementary</u></p> <p>Metric Auto Dial. Metric Freeway Dial. Metric Kitchen Dial. Metric Market Dial. Metric Recipes for the Classroom. Monopoly. Tuf (Game). Real Life Math. Sports 'N Things Math Cards. Equals. Mathematics Prac- tice in Problem Solving (Bks A, B, C).</p>

MEASUREMENT AND GRAPHING
Level 4
A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Defines and explains the following terms relating to salary:</p> <ul style="list-style-type: none"> - wages: overtime, contract, hourly, piece, salary, bonuses - commission - payroll deduction - union - pensions - workmen's compensation - insurance: medical, life, disability. <p>Explains the importance of budgeting.</p> <p>Makes a small budget with given sum of money for a specific purpose, e.g. \$50.00 for groceries for a week.</p> <p>States services available through banks and credit unions.</p> <p>Names and explains different kinds of bank accounts.</p> <p>Completes routine banking forms unassisted.</p>	<p>Use role playing: have students assume various consumer, employer, employee roles and income responsibilities and considerations for each role.</p> <p>Have student tally and chart out wages, deductions, expenses, etc.</p> <p>Assign the keeping of a budget for a given period of time, recording all items shown under <u>objectives</u>.</p> <p>Same as above.</p> <p>See Living/Vocational Skills, Money Management section.</p> <p>Arrange for student field trip to local bank(s), credit unions with demonstrations on banking procedures.</p> <p>Make use of Student Credit Union.</p> <p>Use practical drills in filling out actual bank forms - book of cheques, deposit slips, etc.</p>	<p><u>Income</u></p> <p>Math Plus Unit 4.</p> <p>M.I.A.: Level 7- Unit 5.</p> <p>Math Plus Unit 4.</p> <p>Math Plus Unit 4.</p> <p>Math Plus Unit 6.</p> <p>Math Plus Unit 6.</p> <p>Math Plus Unit 6.</p> <p><u>Spending</u></p> <p>Math Plus Units 4 & 5.</p> <p>Math Plus Units 4 & 5.</p> <p>Math Plus Units 4 & 6.</p> <p>Math Plus Unit 5.</p> <p>M.I.A.: Level 7- Unit 1. Level 8- Unit 1.</p> <p>Series M: Level 3- Unit 12.</p> <p><u>Supplementary</u></p> <p>Rat Race. Life.</p>

MEASUREMENT AND GRAPHING

Level 4

A. Money

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Completes all routine banking procedures unassisted.</p>	<p>Encourage student to actualize banking services.</p>	<p>Careers. Pacemaker Practical Arithmetic Series. - Money Makes Sense. - Using Dollars & Sense. - Working Makes Sense Big Deal (Game). <u>Unions</u> - Alberta Federation of Labor. Metric Market Dial. Budgeting Workbook. Budget (Game). Pay Day. Bank Account (Game). Math for Today and Tomorrow (Consumer Math).</p>

MEASUREMENT AND GRAPHING

Level 4

B. Time

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads, uses and states functions of the following kinds of clocks:</p> <ul style="list-style-type: none"> - alarm - digital - punch. <p>Reads and interprets schedules, e.g. radio, television, airplane, bus.</p> <p>States and explains the difference between daylight and standard time.</p> <p>Reads and interprets 24 hour clock.</p>	<p>Give classroom demonstrations. Have student practise at home work, with wrist watch, etc.</p> <p>Give classroom demonstrations with actual materials.</p> <p>Have student complete charts and give oral reports to class based on information derived from various schedules.</p> <p>Use practical applications for special events on T.V., student travel, etc.</p> <p>See Living/Vocational Skills, Travel section.</p> <p>Explain time zones, seasonal time changes.</p> <p>Demonstrate with various clocks to illustrate time changes (ahead and back).</p> <p>Give classroom demonstration with model of 24 hour clock.</p> <p>Explain uses: air-line, shipping lines, hospitals.</p>	<p>M.I.A.: Level 3- Unit 3.</p> <p>Series M: Level 1- Unit 12.</p> <p>Series M: Level 5- Unit 11.</p> <p><u>Supplementary</u></p> <p>Moving Up in Time. Clock Dominoes. Local Greyhound, Air Canada, T.V. Guide, Schedules.</p>

MEASUREMENT AND GRAPHING

Level 4

C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads a speedometer accurately in kilometers per hour and calculates distances.</p> <p>Identifies and applies scales to maps.</p> <p>Solves simple problems involving area with the use of concrete materials.</p> <p>Estimates with reasonable accuracy the answer to problems involving units of measure.</p>	<p>Use classroom and/or in-vehicle demonstrations.</p> <p>Use distance exercises, travel, maps, role-playing.</p> <p>Have student calculate distance to school from home, home to work, etc.</p> <p>Relate to exercises on ratio and proportion.</p> <p>Have student read, interpret and apply the "scale" by calculating distances between various points on a road map.</p> <p>Have student calculate area of classroom, shop area, houses, various surfaces using various measuring devices.</p> <p>Provide practice in estimating skills (+, -, x, ÷) applied to measuring.</p> <p>Teach "body" aids to estimate measurements (average stride equals 1m.; width of baby finger equals 1 cm.; tip of nose to tip of middle finger at arm's length equals 1 m.; hand span, etc.)</p>	<p>Series M: Level 5- Unit 7.</p> <p>M.I.A.: Level 6. Level 7- Unit 4.</p> <p>M.I.A.: Level 4- Unit 4. Level 7- Unit 4. Level 8- Unit 7.</p> <p>Series M: Level 6- Unit 7.</p> <p>Math Plus Unit 2.</p> <p>M.I.A.: Level 7- Unit 2.</p>

MEASUREMENT AND GRAPHING
Level 4
C. Measurement

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses thermometers for various purposes.</p>	<p>Have student record daily, weekly, monthly temperature readings; read and record cooking, boiling, melting temperatures of various materials, e.g. plastics, fabrics.</p>	<p>M.I.A.: Level 7- Unit 5. Level 8- Unit 5.</p> <p>Series M: Level 4- Unit 15. Level 5- Unit 11. Level 6- Unit 10.</p> <p><u>Supplementary</u></p> <p>Milles - Bornes (game). The Metric System of Measurement. Metric Manoeuvres Metric Match-Ups. Linear Task Cards. The Metric System. Driver Education Manuals. Simple Surveying Work Cards. Metric Measurement. Metric Book of Amusing Things To Do. Introduction to Area. Measurement - Standard Units. Metrics - How to Begin. Temperature Task Cards. Flight Into Metric - Metric Thrust (Kit).</p>

MEASUREMENT AND GRAPHING

Level 4

D. Graphs

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The Student:</p> <p>Reads and constructs simple 2 point line graphs.</p> <p>Reads and constructs graphs when each unit is more than one.</p> <p>Reads and constructs simple circle graphs.</p> <p>Solves problems from information derived from graphs.</p>	<p>Using model graphs explain how to read 2 point line graphs.</p> <p>Through demonstration using overhead and concrete materials (graph paper and boards) show student how to construct simple 2 point line graphs.</p> <p>Same as above - expanding from one to more than one unit.</p> <p>Same as above - using circle graphs.</p> <p>Use role play; have students read and interpret consumer graphs, graphing game scores, etc.</p>	<p>M.I.A.: Level 5. Series M: Level 4- Unit 6. Level 5- Unit 8. Math Plus Unit 12.</p> <p>M.I.A.: Level 6. Level 7- Unit 5 & 6. Math Plus Unit 12.</p> <p>M.I.A.: Level 6. Unit 7- Unit 5. Math Plus Unit 12.</p> <p>M.I.A.: Level 7- Unit 5 & 6. Series M: Level 5- Unit 8. Math Plus Units 11 & 12.</p> <p><u>Supplementary</u></p> <p>Picture Graphs. Graphs (Bar, Line, Pictographs).</p>

GEOMETRY AND SYMMETRY

Level 4

A. Recognition and Usage of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Applies knowledge of geometric shapes to living and vocational situations.</p> <p>Applies geometry and symmetry in the areas of fine art and occupational areas.</p>	<p>Use role playing and corresponding activities, e.g. carpentry, construction, designing, art work, sewing, murals, drafting.</p> <p>Take student on field trips to art museum, building site, housing development. Help student to recognize the "geometry" in these.</p> <p>Have student construct his own artwork and/or building models - making application of aspects of geometry.</p> <p>Discuss and illustrate natural and environmental uses of symmetry.</p>	<p>M.I.A.: Level 7 & 8. Math Plus Unit 2.</p> <p><u>Supplementary</u></p> <p>Excursions in Outdoor Measurement. Environmental Geometry. Tesselations and Patterns. Art 'N' Math. BJ's Mathgames. Stitch Geometry. Space Race Games.</p>

GEOMETRY AND SYMMETRY

Level 4

B. Construction of Geometric Shapes

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Applies knowledge of geometric construction to living and vocational situations.</p>	<p>Make applications in areas of industrial arts, sewing classes, building construction; also in hobbies: macrame, model kits, creative art work, etc.</p>	<p>Math Plus Unit 2.</p> <p><u>Supplementary</u></p> <p>Geometric Construction.</p> <p>Paper Folding Geometry.</p> <p>Geo-Fix Solid Geometry Construction Outfit.</p> <p>Fun With Geometric Activities.</p>

APPENDIX A

OVERVIEW

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><u>NUMBERS AND NUMERATION</u></p> <p>A. <u>Primitive Number Concept</u></p> <p>The student:</p> <p>Recognizes numbers up to 99 as groups of 10's and ones. P. 1</p> <p>When shown two sets (objects, not number symbols) indicates which set contains "more" and which contains "less". P. 1</p> <p>Matches sets of objects one-to-one. P. 2</p> <p>Forms a set (of objects) equal to a given set. P. 2</p> <p><u>Place Value:</u></p> <p>Groups objects in sets of 10. P. 2</p> <p>B. <u>Cardinal Numbers and Numerals</u></p> <p>Relates numbers to objects (spoken) zero to 10. P. 3</p> <p>Counts the numbers of a set zero to ten. P. 3</p> <p>Associates written symbols with the correct set zero to ten. P. 3</p>	<p>The student:</p> <p>Identifies the number of 100's, 10's and ones in any 3-digit number. P. 19</p> <p>Forms simple sub-sets and distinguishes between equivalent and non-equivalent sets. P. 19</p> <p>Counts, reads, writes, and sequences numerals to 999. P. 20</p> <p>Reads number words to 999. P. 20</p> <p>Counts by 2's, 5's and 10's to 100. P. 20</p>	<p>The student:</p> <p>Identifies the place value of each digit in any 6-digit number. P. 39</p> <p>Calculates and works with the set of numbers that satisfies a given equation. P. 39</p> <p>Counts, reads, writes, and sequences numerals efficiently. P. 40</p> <p>Distinguishes between odd and even numbers. P. 40</p>	<p>The student:</p> <p>Identifies the place value of each digit in any numeral beyond 6-digits. P. 58</p> <p>Estimates and rounds off to various place values. P. 59</p> <p>Explains negatives and their relation to practical situations (football, temperatures, sea level, countdowns, debits, credits). P. 59</p>

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><u>C. Classification</u></p> <p>The student:</p> <p>Chooses from a given set objects possessing a specific attribute, e.g. red. P. 4</p> <p>Chooses from a given set objects possessing two or more common attributes, e.g. red, big, dogs. P. 4</p> <p><u>D. Position</u></p> <p>Indicates correct position in a row of objects 0 - 10. P. 5</p> <p>Names the position of a given object in a row of objects, from first to tenth. P. 5</p> <p>Indicates and names the position of each object in sequence 0 - 99. P. 5</p> <p><u>E. Fractions</u></p> <p>Recognizes primitive concept of fractions: an object can be divided into parts ($1/2$, $1/3$, $1/4$). P. 6</p> <p>Orally recognizes $1/2$ of an object. P. 6</p>	<p>The student:</p> <p>Determines attributes common to a given set, e.g. by color or usage. P. 21</p> <p>Recognizes sub-sets within a set, e.g. given the set of animals: those that fly; those that have fur. P. 21</p> <p>Identifies and demonstrates single digit fractions: a) in concrete setting b) from pictorial representations. P. 22</p> <p>Identifies and recognizes function of: a) numerator b) denominator. P. 22</p>	<p>The student:</p> <p>Given a group of objects classifies on the basis of two criteria. P. 41</p> <p>Identifies and represents tenths and hundredths in a concrete or pictorial setting. P. 42</p>	<p>The student:</p> <p>Given a group of objects, classifies on the basis of two criteria. P. 60</p>

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Names fractions equivalent to number one. P. 22</p>	<p>The student:</p> <p>Demonstrates understanding of relationship of fractions to decimals, as applied to every day situation. P. 61</p> <p>States that percentage represents parts of a hundred. P. 62</p> <p>Reads common percentage statements. P. 62</p> <p>Demonstrates single digit ratios. P. 62</p> <p>Solves single step problems involving ratio and proportions. P. 62</p> <p>Solves 2 and 3 step problems involving ratio and proportion. P. 63</p>	<p>The student:</p> <p>Demonstrates understanding of relationship of fractions to decimals, as applied to every day situation. P. 61</p> <p>States that percentage represents parts of a hundred. P. 62</p> <p>Reads common percentage statements. P. 62</p> <p>Demonstrates single digit ratios. P. 62</p> <p>Solves single step problems involving ratio and proportions. P. 62</p> <p>Solves 2 and 3 step problems involving ratio and proportion. P. 63</p>	<p>The student:</p> <p>Demonstrates understanding of relationship of fractions to decimals, as applied to every day situation. P. 61</p> <p>States that percentage represents parts of a hundred. P. 62</p> <p>Reads common percentage statements. P. 62</p> <p>Demonstrates single digit ratios. P. 62</p> <p>Solves single step problems involving ratio and proportions. P. 62</p> <p>Solves 2 and 3 step problems involving ratio and proportion. P. 63</p>

OPERATIONS AND PROPERTIES

A. Seriation Addition Concept

Identifies an established series of objects. P. 7

Constructs a series with a given set of objects. P. 7

Demonstrates with concrete materials that addition is a joining process, using no more than 10 objects. P. 7

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p> <p>Recognizes symbols + and =. P. 7</p> <p>Solves addition equations with solutions up to 10. P. 8</p>	<p>The student:</p> <p>Solves addition equations with solutions to 20. P. 23</p> <p>Demonstrates rote knowledge of addition facts. P. 23</p> <p>Solves addition problems using the commutative property ($3 + 4 = 4 + 3$). P. 23</p> <p>Adds 2 digit numerals: a) without regrouping b) with regrouping. P. 23</p>	<p>The student:</p> <p>Adds 3 digit numerals a) without regrouping b) with regrouping. P. 45</p> <p>Adds beyond 3 digits, including column addition, with the use of the calculator. P. 45</p>	<p>The student:</p> <p>Estimates the sum in addition problems with reasonable accuracy. P. 64</p> <p>Demonstrates familiarity with a variety of machines, e.g. cash register, adding machine, calculator. P. 64</p>
<p><u>B. Subtraction Concept</u></p> <p>Demonstrates with concrete materials that subtraction is a separating process (to 10). P. 9</p> <p>Solves subtraction equations with minuends to 10. P. 9</p> <p>Recognizes symbols - and =. P. 9</p>	<p>States orally and demonstrates with manipulatives that addition and subtraction are inverse operations. P. 25</p> <p>Solves subtraction equations with minuends to 18. P. 25</p> <p>Demonstrates rote knowledge of subtraction facts. P. 25</p>	<p>Subtracts 3 digit numerals a) without regrouping b) with regrouping. P. 46</p> <p>Checks subtraction by adding. P. 46</p>	<p>Estimates the difference in subtraction problems with reasonable accuracy. P. 65</p>

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>C. <u>Multiplication Concept</u></p> <p>The student:</p>	<p>The student:</p> <p>States orally and demonstrates with manipulatives that multiplication is repeated addition.</p> <p>Names and demonstrates the use of symbol \times. P. 27</p> <p>Solves multiplication involving up to 1, 2, 3, 4 or 5 \times 9. P. 27</p>	<p>The student:</p> <p>Solves multiplication problems with products of 100 with regrouping. P. 47</p> <p>Multiplies with products to 100 with regrouping. P. 47</p> <p>Using the calculator, multiplies 2 digit numerals, and numerals beyond 2 digits. P. 47</p>	<p>The student:</p> <p>Estimates the product in multiplication problems with reasonable accuracy. P. 66</p> <p>Uses and applies skills and concepts introduced and developed. P. 66</p>
<p>D. <u>Division Concept</u></p>	<p>States orally and demonstrates with manipulatives that division is repeated subtraction. P. 28</p> <p>Names and demonstrates the use of symbols \div and $\overline{)}$; P. 28</p> <p>Solves division up to $9/\overline{45}$. P. 28</p> <p>States orally and demonstrates that multiplication and division are inverse operations. P. 28</p>	<p>Divides numerals beyond 2 digits using the calculator. P. 48</p>	<p>Estimates the dividends in division problems with reasonable accuracy. P. 67</p>

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><u>E. Problem Solving</u></p> <p>The student:</p> <p>With manipulatives, shows the process of problem solving. P. 11</p> <p><u>MEASUREMENT AND GRAPHING</u></p> <p>A. <u>Money</u></p> <p>Chooses a specific coin from several coins (penny, nickel, dime). P. 12</p> <p>Names a specific coin when presented (penny, nickel, dime). P. 12</p> <p>Tells the value of penny, nickel, dime. P. 12</p>	<p>The student:</p> <p>Solves one-step problems involving addition and subtraction:</p> <p>a) with one digit numerals</p> <p>b) with two digit numerals.</p> <p>P. 30</p> <p>Names and demonstrates the use of symbols \$ and c. P. 31</p> <p>Selects, names and demonstrates knowledge of the value of a quarter, and bills. P. 31</p> <p>Counts a group of pennies, nickels and dimes. P. 31</p> <p>Solves one step oral problems using nickles, dimes and pennies to 20c. P. 31</p> <p>States equivalent values of combinations of coins:</p> <p>a) to a quarter</p> <p>b) to a one dollar bill.</p> <p>P. 32</p>	<p>The student:</p> <p>Solves one-step problems involving all four basic operations, and chooses the operation needed to solve the problem. P. 49</p> <p>Identifies and names the value of paper money. P. 50</p> <p>Counts a collection of coins and bills. P. 50</p> <p>Makes change to \$100.00. P. 50</p>	<p>The student:</p> <p>Solves practical life-situation problems with the four basic operations involving one to three steps, e.g. averaging. P. 68</p>

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p>	<p>The student:</p>	<p>The student:</p>	<p>The student:</p> <p>Defines and explains the following terms relating to salary:</p> <ul style="list-style-type: none"> - wages: overtime, contract, hourly, piece, salary, bonuses - commission - payroll deduction - union - pensions - workmen's compensation - insurance: medical, life, disability. P. 69 <p>Explains the importance of budgeting:</p> <ul style="list-style-type: none"> - makes a small budget with given sum of money for a specific purpose, e.g. \$50.00 for groceries for a week. P. 69 <p>States services available through banks and credit unions. P. 69</p> <p>Names and explains different kinds of bank account. P. 69</p> <p>Completes routine banking forms unassisted. P. 69</p> <p>Completes all routine banking procedures unassisted. P. 70</p>

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><u>B. Time</u></p> <p>The student:</p> <p>Identifies specific time period by describing its characteristic activities, e.g. in the night the sun does not shine and it is dark. P. 14</p> <p>Tells and writes time to the hour. P. 14</p>	<p>The student:</p> <p>States the use of and reads calendar:</p> <p>a) identifies and names the months in order</p> <p>b) identifies and names the days of the week in order. P. 33</p> <p>Tells and writes time to the half hour. P. 33</p> <p>Uses different types of clocks, e.g. digital, alarm, stop watch. P. 33</p>	<p>The student:</p> <p>Tells and writes time to the quarter hour. P. 52</p> <p>Tells time to 5 minute intervals. P. 52</p> <p>Accurately tells and writes time to 1 minute. P. 52</p> <p>Reads digital clocks. P. 52</p> <p>Recognizes second as a unit of time. P. 52</p>	<p>The student:</p> <p>Reads, uses and states functions of the following kinds of clocks:</p> <ul style="list-style-type: none"> - alarm - digital - punch. P. 71 <p>Reads and interprets schedules, e.g. radio, T.V., airplane, bus. P. 71</p> <p>States and explains the difference between daylight and standard time. P. 71</p> <p>Reads and interprets 24 hour clock. P. 71</p>

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>C. <u>Measurement</u></p> <p>The student:</p> <p>Measures using non-standard units of measure for comparative results, e.g. heavier than, lighter than, less than. P. 15</p> <p>Measures using non-standard units of measure for approximate results, e.g. 9 cans full, 5 pencil lengths. P. 15</p> <p>Demonstrates understanding of opposite and comparative terms relative to measurement and position, e.g. big, little, bigger, biggest. P. 16</p> <p>Recognizes standard tools for measurement. P. 16</p>	<p>The student:</p> <p>Reads and measures in linear units: cm, dm, and m. P. 35</p> <p>Reads and measures in capacity units: l and half-litre. P. 35</p> <p>Reads weight in g. units. P. 35</p> <p>Recognizes the concept of mm, ml, and kg. P. 35</p> <p>Reads C° on a thermometer. P. 35</p>	<p>The student:</p> <p>Reads and solves simple problems involving km, and C°. P. 53</p> <p>Solves simple problems involving conversion from one unit to another, e.g. cm. to m. P. 53</p>	<p>The student:</p> <p>Reads a speedometer accurately in kilometers per hour and calculates distances. P. 72</p>

ENH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p>	<p>The student:</p>	<p>The student:</p>	<p>The student:</p>
<p>Identifies shapes (include square, circle, oval, rectangle, triangle, diamond). P. 17</p>	<p>Recognizes combinations of shapes and identifies a given shape within a picture. P. 37</p>	<p>Identifies and matches 2-D shapes (square, rectangle and circle) to 3-D shapes (cones, cylinders, spheres, cubes). P. 55</p>	<p>Identifies and applies scales to maps. P. 72</p>
<p>Names a specific shape when presented. P. 18</p>	<p>Identifies line, parallel line, curve, angle. P. 37</p>	<p>Constructs and works with angles, circles (radius, diameter), lines (segments, perpendicular) etc. P. 55</p>	<p>Solves simple problems involving area with the use of concrete materials. P. 72</p>
<p>Constructs common 2-D figures, e.g. circle, square, rectangle, triangle. P. 18</p>	<p>Identifies symmetrical shapes. P. 37</p>	<p>Recognizes geometry and symmetry in environment. P. 55</p>	<p>Estimates with reasonable accuracy the answer to problems involving units of measure. P. 72</p>
<p>Constructs common 2-D figures, e.g. circle, square, rectangle, triangle. P. 18</p>	<p>Constructs 2 and 3 dimensional shapes from a pattern, e.g. diamond, pyramid, cylinder. P. 38</p>	<p>Constructs 3-D shapes and designs from readily accessible materials. P. 57</p>	<p>Uses thermometers for various purposes. P. 73</p>
<p>Constructs common 2-D figures, e.g. circle, square, rectangle, triangle. P. 18</p>	<p>Constructs 2 and 3 dimensional shapes from a pattern, e.g. diamond, pyramid, cylinder. P. 38</p>	<p>Constructs 3-D shapes and designs from readily accessible materials. P. 57</p>	<p>Applies geometry and symmetry in the areas of fine art and occupational areas. P. 74</p>

GEOMETRY AND SYMMETRY

A. Recognition and Usage of Geometric Shapes

Identifies shapes (include square, circle, oval, rectangle, triangle, diamond). P. 17

Names a specific shape when presented. P. 18

Constructs common 2-D figures, e.g. circle, square, rectangle, triangle. P. 18

EMH COMPUTATION OVERVIEW

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p>The student:</p>	<p>The student:</p>	<p>The student:</p> <p>Applies above knowledge to living and vocational situations. P. 55</p>	<p>The student:</p> <p>Applies knowledge of geometric shapes to living and vocational situations. P. 74</p> <p>Reads and constructs simple 2 point line graphs. P. 75</p> <p>Reads and constructs graphs when each unit is more than one. P. 75</p> <p>Reads and constructs simple circle graphs. P. 75</p> <p>Solves problems from information derived from graphs. P. 75</p>

APPENDIX B
STUDENT PROFILE
CHECKLIST

Student Profile

Student Name: _____ Date: _____ (color code)

Date: _____ (color code)

Note: The student profile is an approximate placement guide. It is intended to be used to obtain the level of functioning in the computation section. Specific placement is obtained by using the overview sheets which contain all the computation objectives.

SCORING:

Number of "Yes" Responses:

- 0 - 1 Level 1
- 2 - 3 Level 2
- 4 - 5 Level 3
- 6 - 7 Level 4

Level					
4					
3					
2					
1					
	Numbers and Numeration	Operations and Properties	Measurement and Graphing	Geometry and Symmetry	

	I	II	III	IV
SCORE	_____	_____	_____	_____
LEVEL	_____	_____	_____	_____

Checklist - Placement and Assessment

for Levels 1 - 4

Instructions: Circle the student responses to each question.
Add up the number of "Yes" responses and place on the SCORE line.
Refer to placement procedure which appears on Student Profile.

I. Numbers and Numeration

- | | | |
|---|-----|----|
| 1. Recognizes numbers up to 99 as groups of 10's and ones. | Yes | No |
| 2. Orally recognizes $\frac{1}{2}$ of an object. | Yes | No |
| 3. Forms simple sub-sets and distinguishes between equivalent and non-equivalent sets | Yes | No |
| 4. Names fractions equivalent to number one. | Yes | No |
| 5. Calculates and works with the set of numbers that satisfies a given equation. | Yes | No |
| 6. Applies the four basic operation (+, -, x, ÷) to equations involving decimals. | Yes | No |
| 7. Identifies the place value of each digit in any numeral beyond 6-digits. | Yes | No |
| 8. Solves 2 and 3 step problems involving ratio and proportion. | Yes | No |

SCORE: _____

II. Operations and Properties

- | | | |
|---|-----|----|
| 1. Identifies an established series of objects. | Yes | No |
| 2. With manipulatives, shows the process of problem solving. | Yes | No |
| 3. Solves addition equations with solutions to 20. | Yes | No |
| 4. Solves one-step problems involving addition and subtraction
a) with one digit numerals
b) with two digit numerals. | Yes | No |
| 5. Adds 3 digit numerals
a) without regrouping
b) with regrouping. | Yes | No |
| 6. Solves one-step problems involving all four basic operations and chooses the operation needed to solve the problem. | Yes | No |
| 7. Estimates the sum in addition problems with reasonable accuracy | Yes | No |
| 8. Solves practical life-situation problems with the 4 basic operations involving one to three steps, e.g. averaging. | Yes | No |

SCORE: _____

III. Measurement and Graphing

- | | | |
|--|-----|----|
| 1. Chooses a specific coin from several coins (penny, nickel, dime). | Yes | No |
| 2. Recognizes standard tools for measurement. | Yes | No |
| 3. Names and demonstrates the use of symbols \$ and ¢. | Yes | No |
| 4. Reads °C on a thermometer. | Yes | No |
| 5. Identifies and names the value of paper money. | Yes | No |
| 6. Solves simple problems involving conversion from one unit to another, e.g. cm. to m. | Yes | No |
| 7. Defines and explains terms related to salary, e.g. wages, overtime, union, pensions, insurance. | Yes | No |
| 8. Solves problems from information derived from graphs. | Yes | No |

SCORE: _____

IV. Geometry and Symmetry

- | | | |
|--|-----|----|
| 1. Identifies shapes (including square, circle, oval, rectangle, triangle, diamond). | Yes | No |
| 2. Constructs common 2-D figures, e.g. circle, square, rectangle, triangle. | Yes | No |
| 3. Recognizes combinations of shapes and identifies a given shape within a picture. | Yes | No |
| 4. Constructs 2 and 3 dimensional shapes from a pattern, e.g. diamond, pyramid, cylinder. | Yes | No |
| 5. Identifies and matches 2-D shapes (square, rectangle, circle) to 3-D shapes (cones, cylinders, spheres, cubes). | Yes | No |
| 6. Constructs 3-D shapes and designs from readily accessible materials, e.g. cardboard. | Yes | No |
| 7. Applies knowledge of geometric shapes to living and vocational situations, e.g. carpentry, sewing. | Yes | No |
| 8. Applies knowledge of geometric construction to living and vocational situations, e.g. hobby applications. | Yes | No |

SCORE: _____

APPENDIX C
RESOURCES

LEVEL 1

NUMBERS AND NUMERATION

Beginning Number Postee Cards - Milton Bradley
Creative Math Experiences for the Young Child - Incentive Publications
Dominumbers - Ideal
Enlarged Place Value Sticks - Scholar's Choice Ltd.
First Math Helper - Book Lab Inc.
Fun With Numbers - Frank Schaffer Publications
Mathematics for Individual Achievement - Houghton Mifflin
Peabody Language Development Kit - American Guidance Service
Second Math Helper - Book Lab Inc.
Schoolhouse Mathematics - Science Research Associates
Series M - Collier MacMillian Canada Ltd.
Special Math - Media for Education
Ten Little Indians - Peter Pan Records
Ten-Ten's Counting Frame - Milton Bradley

OPERATIONS AND PROPERTIES

Animal Learning Shapes - Moyer Vico Corp.
Individualized Mathematics: Drill Cards - Teaching Resources
Flannelboard Sets, Storytelling - Instructo
Mathematics for Individual Achievement - Houghton Mifflin
Mathfacts Games (Books 1, 2) - Milton Bradley
Math Turn 'N Learn - Set 1-A - Creative Teaching Press
Schoolhouse Mathematics - Science Research Associates
Series M Mathematics - Collier MacMillan Canada Ltd.
Sets and Numbers - Moyer Vico Corp.

OPERATIONS AND PROPERTIES (CONT'D.)

Special Math - Media for Education

Sum Clown - Developmental Learning Materials

Third Math Helper - Book Lab Inc.

Under the Big Top - Educational Insights

MEASUREMENT AND GRAPHING

Creative Math Experiences for the Young Child - Incentive Publications

Math Activity 3 - Science Research Associates

Mathematics for Individual Achievement - Houghton Mifflin

Schoolhouse Mathematics - Science Research Associates

Second Math Helper - Book Lab Inc.

Series M - Collier MacMillian Canada Ltd.

Telling the Time - Science Research Associates

Time Bingo - Teaching Resources

Useful Arithmetic Series Level 1 and 2 - Frank E. Richards

Veri Tech Primary Math Lab 1 - Louise Kool and Son Ltd.

GEOMETRY AND SYMMETRY

Beginning Geoboard Activities - Ginn and Co.

Creative Math Experiences for the Young Child - Incentive Publications

Dubnoff School Program 2 - Ginn and Co.

Fairbanks Robinson Program - Perceptual Motor Development - Ginn and Co.

First Math Helper - Book Lab Inc.

Mathematics for Individual Achievement - Houghton Mifflin

Schoolhouse Mathematics - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

TEACHER RESOURCE MATERIALS

LEVEL 1

Arithmetic Games and Activities - Scholar's Choice Ltd.

Hayes Math Mysteries - Scholar's Choice Ltd.

How Children Learn Mathematics - MacMillan Co. of Canada Ltd.

Mathematics for Child Involvement - Allyn and Bacon Ltd.

Mathematics Games for All Grades - Scholar's Choice Ltd.

Primary Activities in Mathematics - Midwest Publications

LEVEL 2

NUMBERS AND NUMERATION

Fractional Dominos - Creative Teaching Press

Fracto - Scholar's Choice Ltd.

Fun with Numbers - Frank Schaffer Publications

Mathematics for Individual Achievement - Houghton Mifflin

Peabody Language Development Kit - American Guidance Service

Picture Cards - Milton Bradley

Schoolhouse Mathematics - Kits 1, 2, and 3 - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

Ten-Ten's Counting Frame - Milton Bradley

Veri Tech Primary Math Lab 1, Books 1 and 2 - Louise Kool and Son Ltd.

OPERATIONS AND PROPERTIES

Clown Mathematics - Frank Schaffer Pub.

Gameboards - Frank Schaffer Pub.

Independent Drill for Mastery: Fundamentals of Addition and Subtraction -
Developmental Learning Materials

Individualized Mathematics: Drill and Practise - Kit AA - Teaching Resources

Match - Dot-to-Dot - Frank Schaffer Publications

Math Mysteries - Frank Schaffer Pub.

Math, Riddles, Tongue Twisters and Happy Thoughts - Joy Weiner

Mathematics for Individual Achievement - Houghton Mifflin

Moving up in Numbers - Developmental Learning Materials

Moving up in Story Problems - Developmental Learning Materials

Numbers and Clues - Teaching Stuff

Schoolhouse Mathematics - Kits 1 - 3 - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

OPERATIONS AND PROPERTIES (CONT'D.)

Steps to Mathematics - Steck Vaughn

Third Math Helper - Book Lab Inc.

Veri Tech Primary Math Lab 1, Addition 1 - Louise Kool and Son Ltd.

Ye Olde Math - Frank Schaffer Publications

MEASUREMENT AND GRAPHING

Gameboards - Frank Schaffer Publications

It's About Time - Edmark Associated

Math Activite 3 - Telling Time - Science Research Associates

Mathematics for Individual Achievement - Houghton Mifflin

Math Lab - Scholar's Choice Ltd.

Metric Magic - Incentive Publications

Money Makes Sense - Copp Clark

Schoolhouse Mathematics - Kit 1, 2 - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

Telling Time (A Time Instruction Program by Modular Elements) - Hubbard

Time and Money - grades 1 and 2 - Joy Educational Material

Useful Arithmetic Series, Level 2 - Frank E. Richards

Veri Tech Primary Math Lab 1 - Louise Kool and Son Ltd.

GEOMETRY AND SYMMETRY

Classroom Thermometre - Milton Bradley

Make and Tell Kits - Science Research Associates

Math Lab - Scholar's Choice Ltd.

Mathematics for Individual Achievement - Houghton Mifflin

Schoolhouse Mathematics - Kits 1 - 3 - Science Research Associates

Series M - Collier MacMillian Canada Ltd.

TEACHER RESOURCE MATERIALS

LEVEL 2

Arithmetic Games and Activities - Scholar's Choice Ltd.

Hayes Math Mysteries - Scholar's Choice Ltd.

How Children Learn Mathematics - MacMillian Co. of Canada Ltd.

Mathematics for Child Involvement - Allyn and Bacon Ltd.

Mathematics Games for All Grades - Scholar's Choice Ltd.

Primary Activities in Mathematics - Midwest Publications

LEVEL 3

NUMBERS AND NUMERATION

Calculator Activities for the Classroom (Duplicating Book) - Gamco

Calculator Capers - Prentice-Hall

Calculator in the Classroom - Instructo

Calcu-Math - Scholar's Choice Ltd.

Decimal and Fraction Dominoes - E.J. Arnold and Sons Ltd.

Decimal Point Indicator - Moyer Vico Corp.

Equals (game) - Moyer Vico Corp.

Experiments in Fractions - Midwest Publications

Focus on Decimals - Activity Resources

Fraction (game) - Creative Teaching Assoc.

Fraction Activity Cards - Kenworthy's Educational Service Inc.

Fraction Match-ups - Developmental Learning Materials

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Mathematics Practise in Problem Solving Books A, B, and C - Scholar's Choice Ltd.

Metric Place Value Chart - Instructo

My Fraction Book - Kenworthy Educational Service

Place Value I - Creative Teaching Associates

Place Value Chart - Creative Teaching Associates

Series M - Collier MacMillian Canada Ltd.

Sports 'N Things - Activity Resources

OPERATIONS AND PROPERTIES

Calculator Activities for the Classroom - Gamco

Calculator Capers - Prentice-Hall

OPERATIONS AND PROPERTIES (CONT'D.)

Calculator in the Classroom - Instructo

Calcu-Math - Scholar's Choice Ltd.

Fun "Times" with Multiplication Facts - Kahl's Inc.

Look into the Facts - Setsco Educational Ltd.

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Series M - Collier MacMillian Canada Ltd.

SLAM Duplicating Book - Scholar's Choice Ltd.

Sport 'N Things - Activity Resources

MEASUREMENT AND GRAPHING

Centimeter Rods - Addison-Wesley (Canada) Ltd.

Clock-O - Creative Teaching Associates

Flight Into Metrics - Metric Thrust - Scholar's Choice Ltd.

Linear Task Cards - Creative Teaching Associates

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Measurement - Standard Units - Moyer Vico Corp.

Metric Auto Dial - Moyer Vico Corp.

Metric Book of Amusing Things To Do - Greey de Pencier Pub.

Metric - How to Begin - Prentice-Hall

Metric Measurement - Activities and Bulletin Boards - Instructo

Metric Tasks (Skill Development Activities) - Love Publishing

Metric Wall Charts - Prentice-Hall

Mille-Bornes - Parker Brothers

Moving up in the Time - Developmental Learning Materials

MEASUREMENT AND GRAPHING (CONT'D.)

Series M - Collier MacMillian Canada Ltd.

Simple Surveying Work Cards - Moyer Vico Corp.

Temp. Task Cards (C°) - Creative Teaching Associates

GEOMETRY AND SYMMETRY

Art 'N' Math - Action Math Associates

BJ's Mathgames - Geometry - Scholar's Choice Ltd.

Environmental Geometry - Activity Resources

Fun with Geometric Activities - Prentice-Hall of Canada Ltd.

Geo-Fix Solid Geometry Construction Outfit - Philograph Publications

Geo-Struct Mathematical Model Construction Outfit - Philograph Publications

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Paper Folding Geometry - J. Weston Walch

Series M - Collier MacMillian Canada Ltd.

Shape Tracer and Recognition Set - Moyer Vico Corp.

Stitch Geometry - Creative Teaching Associates

Tasselations and Patterns - Creative Teaching Associates

TEACHER RESOURCE MATERIALS

LEVEL 3

Cheap Math Lab Equipment - Midwest Publications

Cheap Metric Equipment, Activities and Games - Midwest Publications

The Consumer and the Environment - J. Weston Walch

Enhance Chance - Activity Resources

Good Apple Note Pad - Good Apple

Introducing the Metric System with Activities - Activity Resources

Managing Your Money - J. Weston Walch

Math Amusements in Developing Skills - Midwest Publications

Math in Use as Seen on Postage Stamps - National Council of Teachers and
Mathematics

Metric Puzzles and Problems - J. Weston Walch

No Read Math Activities - Midwest Publications

Super Multo - Creative Teaching Associates

The World of Work - J. Weston Walch

LEVEL 4

Aspex Fraction - Sets 1 and 2 - Moyer Vico Corp.
Experiments in Fractions - Midwest Publications
Fraction (game) - Creative Teaching Assoc.
Fraction Activity Cards - Kenworthy's Educational Service Ltd.
Fraction Match-Ups - Developmental Learning Materials
Fraction Tiles - Activity Resources
Fractional Dominoes - Creative Teaching Assoc.
Fractional Numbers - Creative Teaching Assoc.
Math Plus - Houghton Mifflin
Mathematics for Individual Achievement - Houghton Mifflin
Metric Place Value Chart - Instructo
Metric Wall Chart - Instructo
Percentage - Rotacent Scholar's Pie and Percentage Wheel -
Place Value Chart - Creative Teaching Assoc.
Place Value II - Creative Teaching Assoc.
Series M - Collier MacMillan Canada Ltd.
Temperature Task Cards - Creative Teaching Press
Visual Fractions Apparatus - Moyer Vico Corp.
Vistrum Fractions Compacts (1 - 3) - Moyer Vico Corp.
Vistrum Fractions Work Cards (1 - 3) - Moyer Vico Corp.
Zero - Centered Wheel - Moyer Vico Corp.

OPERATIONS AND PROPERTIES

Calculator Activities for the Classroom (duplicating masters) - Gamco
Calculator Capers - Prentice-Hall

OPERATIONS AND PROPERTIES (CONT'D.)

Calculator in the Classroom - Instructo

Equals - Moyer Vico Corp.

Math Plus - Houghton Mifflin

Mathematics Individual Achievement - Houghton Mifflin

Mathematics Practice in Problem Solving (Books A, B and C) - Scholar's Choice Ltd.

Metric Auto Dial - Moyer Vico Corp.

Metric Freeway Dial - Moyer Vico Corp.

Metric Kitchen Dial - Moyer Vico Corp.

Metric Market Dial - Moyer Vico Corp.

Metric Recipes for the Classroom - Setsco Educational Ltd.

Monopoly - Parker Brothers

Real Life Math - Hubbard

Series M - Collier MacMillian Canada Ltd.

SLAM Duplicating Books - Scholar's Choice Ltd.

Sports 'N Things - Activity Resources

Tuf (game) - Avalon Hill Game Co.

Yahtzee - Parker Brothers

MEASUREMENT AND GRAPHING

Bank Account (game) - Creative Teaching Associates

Big Deal (game) - Creative Teaching Associates

Budget (game) - Western Educational Activities

Budgeting Workbook - Interpretive Education

Careers - Parker Brothers

Clock Dominoes - Creative Teaching Associates

MEASUREMENT AND GRAPHING (CONT'D.)

Flight Into Metric - Metric Thrust (kit) - Scholar's Choice Ltd.

Introduction to Area - Moyer Vico Corp.

Life - Parker Brothers

Linear Task Cards - Creative Teaching Associates

Math for Today and Tomorrow (Consumer Math) - J. Weston Walch

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Measurement - Standard Units - Moyer Vico Corp.

Metric Book of Amusing Things To Do - Greey de Pencier Pub.

Metric Market Dial - Moyer Vico Corp.

Metric Manoeuvres - Scholar's Choice Ltd.

Metric Match-Ups - Scholar's Choice Ltd.

Metric Measurement - Instructo

The Metric System - Instructo

The Metric System of Measurement - Activity Resources

Metrics - How to Begin - Prentice-Hall

Milles-Bornes (game) - Parker Brothers

Moving Up In Time - Developmental Learning Materials

Pacemaker Practical Arithmetic Series - Copp Clark

Pay Day - Western Educational Activities

Picture Graphs - Activity Resources

Rat Race - Parker Brothers

Simple Surveying Work Cards - Moyer Vico Corp.

Temperature Task Cards - Creative Teaching Associates

GEOMETRY AND SYMMETRY

Art 'N' Math - Action Math Associates

BJ's Mathgames - Scholar's Choice Ltd.

Environmental Geometry - Activity Resources

Excursions in Outdoor Measurement - J. Weston Walch

Fun with Geometric Activities - Prentice-Hall

Geo-Fix Solid Geometry Construction Outfit - Philograph Publications

Geometric Construction - J. Weston Walch

Math Plus - Houghton Mifflin

Mathematics for Individual Achievement - Houghton Mifflin

Paper Folding Geometry - J. Weston Walch

Space Race Games - Moyer Vico Corp.

Stitch Geometry - Creative Teaching Associates

Tesselations and Patterns - Creative Teaching Associates

TEACHER RESOURCE MATERIALS

LEVEL 4

Cheap Math Lab Equipment - Midwest Publications

Cheap Metric Equipment, Activities and Games - Midwest Publications

The Consumer and the Environment - J. Weston Walch

Enhance Chance - Activity Resources

Good Apple Note Pad - Good Apple

Introducing the Metric System with Activities - Activity Resources

Managing Your Money - J. Weston Walch

Math Amusements in Developing Skills - Midwest Publications

Math in Use as Seen on Postage Stamps - National Council of Teachers of
Mathematics

Metric Puzzles and Problems - J. Weston Walch

No Read Math Activities - Midwest Publications

Super Multo - Creative Teaching Associates

The World of Work - J. Weston Walch

COMMUNICATION SECTION

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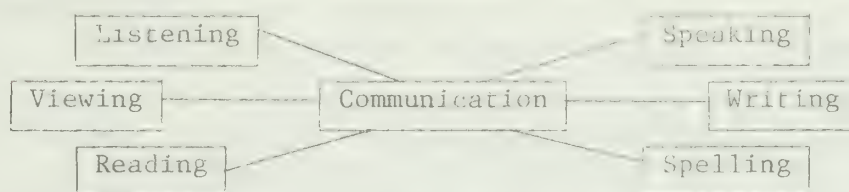
The Educable Mentally Handicapped Communication Committee, consisting of the following special education teachers from the Edmonton Separate School Board:

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INTRODUCTION

A. COMMUNICATION SKILLS

Communication skills involve the ability of an individual to express his own thoughts and feelings and also to interpret the thoughts and feelings of those around him. Six primary modes of communication have been considered within this section of the guide. Although each of these skills has been treated as an individual entity, it must be emphasized that they are by no means mutually exclusive. Many, if not all of these skills are or can be interrelated to some extent.



Of the six skills presented in the above diagram, half of them can be considered expressive skills (speaking, writing, spelling) and the other half are receptive skills (reading, listening, viewing). Because each one of these skills is a significant part of the total concept of communication, efforts must be made to develop all of these skills in the educable mentally handicapped (E.M.H.) student. An attempt has been made to provide the teacher with a developmental program geared to meet the needs of the individual student within each of these areas of communication.

B. COMMUNICATION SKILLS AND COGNITIVE DEVELOPMENT

There is a positive relationship between intelligence and the degree of development within the various communication skills. All of the skills associated with communication are affected by the various cognitive functions such as perception, attention and discrimination. Therefore, the rate and extent of development of these communication skills is closely linked with the intellectual and cognitive development of the individual. This cause and effect relationship between communication and cognitive development has great significance for the E.M.H. student. Due to the fact that an E.M.H. student is one whose general level of intellectual functioning is below average, it can be anticipated that this student will have problems in the development of these communication skills. Factors such as deficits in cognitive functions, e.g. memory, perception and discrimination, often result in the E.M.H. student achieving a lower level of proficiency in the various communication skills.

C. CHARACTERISTICS OF EDUCABLE MENTALLY HANDICAPPED STUDENTS IN COMMUNICATION SKILLS

There are many characteristics which are common among E.M.H. students in terms of the degree of development and level of competency of their communication skills. Age-appropriate materials and activities should be used.

1. Listening - Due to the lower level of reading ability found in many E.M.H. students, it is very important to develop other receptive communication skills. It is necessary to teach these students to become competent and discriminative listeners. It is through listening that much informal and practical learning takes place. Therefore, the ability to listen and interpret what is heard is a very crucial skill to develop in the E.M.H. student.
2. Viewing - Again due to limited reading skills, E.M.H. students rely heavily upon the visual media to obtain information about their world. They watch more television than the average student and are often found to be more gullible in accepting the standards and values of what they see on television or in movies. Reliance on pictures to get the context of a story, a news happening, or an advertisement further justifies the need to teach these students how to interpret information experienced visually.
3. Speaking - Speaking is one of the communication skills which is utilized each day. For the E.M.H. student difficulty in expressing himself and verbalizing his wants and needs is a common problem. Part of this problem is often due to specific articulation deficits or maturational lags in language development. Regardless of the nature of the deficit, a specific sequential language development program should be followed daily to assist these students in their speech and language development.
4. Reading - E.M.H. students generally learn to read at a later age and at a slower pace than their non-handicapped counterparts. They often have great difficulty generalizing concepts and rules associated with reading skills. Although these students can learn the various reading skills in the same order and through similar teaching methods as regular students, they often require more teaching time and extensive practice in the various skills. The approach utilized in teaching to these students should emphasize a practical or functional point of view.
5. Spelling - There is often a relationship between reading ability and proficiency in spelling. Therefore the extent of development of reading skills of the E.M.H. student has a direct bearing on the student's ability to master spelling skills. Cognitive functions such as discrimination, perception and memory must be

developed withing the spelling program to assist the E.M.H. student in learning to spell competently. Often a pattern of says, points, reads and writes is most effective in the teaching of spelling to these students.

6. Writing - For the E.M.H. student, learning to print and write is sometimes slower to develop due to a slower rate of motor development or deficits in cognitive functions such as perception and discrimination. It is recommended that both manuscript and cursive writing be taught to E.M.H. students. The teaching of cursive writing however, should not be dependent upon mastery of manuscript writing.

D. LEARNING APPROACHES

The needs of the E.M.H. student to function adequately within society do not differ greatly from those of a regular student. However, due to the fact that their rate of progress in learning is much slower and their potential for mastery is not as great, programs designed in the teaching of communication skills must be modified in terms of instructional approaches and techniques.

It is recommended that an "eclectic approach" be utilized with these students. This approach necessitates that the teacher be adept at utilizing a variety of teaching techniques and methods, e.g. language experience, kinesthetic, phonetic, within each program. The eclectic approach makes use of the most appropriate program in terms of methods and materials for each individual student in order to facilitate maximum growth and development.

When teaching communication skills to E.M.H. students, the teacher would relate instruction whenever possible to the tangible and concrete. In addition, one should not assume that a particular skill or concept is learned or has been mastered simply because the student can apply the use of the skill in one situation. By utilizing a wide range of instructional techniques, the teacher can facilitate generalization of skills across various situations. The rate of learning for the E.M.H. student is very often much slower than one would expect of a regular student. When teaching communication skills to these students, then, repetition of instruction is often necessary. Maintaining interest is essential for the students.

E. GUIDELINES FOR EVALUATION OF E.M.H. STUDENTS

Evaluation should provide an overview of the total program and the information needed to improve instruction and learning. When ascertaining if objectives are being met, individual differences among students must be considered in order that appropriate decisions can be made concerning future directions.

Although a variety of techniques can be utilized to obtain information, e.g. checklists, observations, standardized achievement tests, parent and pupil conferences, all areas of growth need to be examined. It must be remembered that evaluation is a continuous process and therefore an ongoing part of a program. It necessitates the involvement and cooperation of students, parents and teachers.

Reliable information should be collected about the student's strengths and weaknesses to help decide what steps can be taken to eliminate difficulties and provide for continuing development.

F. UTILIZATION OF THE GUIDE

This communication section has been developed to provide the teacher of E.M.H. classes with resource material which will assist in teaching and program development. There are three major areas within the guide:

1. Skills and Content Charts

Skills and Content charts have been developed for each of the areas. The charts have been included to provide an overview of the concepts which can be taught in these areas.

2. Objectives, Strategies, Materials

This section contains all the objectives, strategies and materials for each of the communication skills. The objectives in each area have been task analyzed and sequenced to facilitate program planning. Each objective has been written in behavioral terms so that a teacher will know exactly what is expected of a student for mastery of the particular objective.

Strategies have been provided for many of the objectives. The purpose of the strategies is to provide a sample of the kind of activity which may be employed to teach the objective. The teacher should not feel limited to the use of these particular strategies, and in many cases, it will be necessary to adapt them or substitute others depending upon the age and level of each student.

Materials which could be used to teach a particular objective have been listed as well. Each of these is followed by a code which describes whether it is a "Core" or "Supplementary" material and also the level or levels at which it is best suited for use.

3. Appendices

The appendix section contains a variety of word lists, references for the games used within the guide, a list of publishers, a list of supplementary reading materials and pictures, and list of recommended core and supplementary materials for each of the areas. In addition, checklists which correspond to the objectives in each of the areas have been developed to assist in recording student progress.

SKILLS AND CONTENTS

CHARTS

LISTENING - SKILLS AND CONTENT CHART

Recognizes and responds to own name.

Names familiar sounds in the classroom, school, playground, and street.

Identifies objects that make specific sounds.

Discriminates between sounds.

Combines vocabulary development with simple sequence directions, e.g. put an object in, on, under, beside, above, behind the box.

Identifies and names a broader range of sound from the environment.

Listens attentively for a specified period of time.

Listens for the purpose of carrying out more complex directions.

Demonstrates an appreciation of rhythmic pattern in sounds and words.

Recognizes words that rhyme.

Listens for enjoyment to:

- stories on record, and radio, nursery rhymes, folk-tales, records, etc.

Listens to and retells simple stories.

Listens through distractions.

Develops understanding of the responsibilities of the listener.

Listens to retell the incidents in stories in sequence.

Listens to instructions and explanations for information.

Listens for the main idea of a speaker.

Listens to a variety of form of spoken messages, e.g. stories, songs, poems.

Listens to a person for specific purposes, e.g. weather forecast, television interview.

Recognizes the responsibilities of a listener and his role in:

- asking relevant questions
- drawing conclusions
- noting important details.

Listens for enjoyment to:

- concerts
- plays
- symphonies, etc.

VIEWING - SKILLS AND CONTENT CHART

SPEAKING - SKILLS AND CONTENT CARE

<p>Answer in response to the question, "What is this?" by naming the object.</p> <p>Verbalizes want or stating noun/verb combinations.</p> <p>Verbalizes wants by asking simple questions.</p> <p>Uses descriptive adjectives and their opposites in speech.</p> <p>Uses prepositions in speech to describe the position of people and things.</p> <p>Refers to himself and others in his speech by using the pronouns: me, me, mine, I, them, their.</p> <p>Describes identifying features of an object.</p> <p>Asks questions to determine what an object is.</p> <p>Names a location from a description of it.</p> <p>Describes a particular location.</p> <p>Says how two or more objects are the same or different.</p> <p>Describes the action of common animate objects.</p> <p>Classifies objects into categories.</p> <p>Uses categorical nouns in speech.</p>	<p>Uses plural nouns in speech.</p> <p>Names primary colors.</p> <p>Identifies one or other than primary ones.</p> <p>States reasons for the actions of actions, e.g. why something happened.</p> <p>Uses appropriate some verbs in speech, e.g. smell, taste, see.</p> <p>Describes the actions taking place in pictures by using a verb form.</p> <p>Tells what will happen and what will not happen on the basis of an "if-then" action statement.</p> <p>Makes "if-then" statements describing objects by drawing conclusions about conditions that pertain to these objects.</p> <p>States the sequence in which actions occurred by answering "before" and "after" questions.</p> <p>Identifies which part is missing from an object and states the function of the object and each of its parts.</p> <p>Identifies what is absurd about a part of an object performing an unusual function.</p> <p>Identifies objects that have a specified part in common.</p>	<p>Imitates another player and still illustrates a simple statement.</p> <p>Asks "why" questions about a fact or asking "what", "how", "why" and "how" statements to ask about actions.</p> <p>Asks comprehension questions about what is happening in the story read or film and table when the characters act and do.</p> <p>Tells approximately an action telephone.</p> <p>Participates in dramatic play, action and role and dramatic action of stories.</p> <p>Imitates dramatically, usually for negotiation and action of social.</p> <p>Expresses feelings, ideas, expressions and actions in a conversational manner.</p> <p>Recognizes the importance of social situations in which language situations by pretending accepted rules for:</p> <ul style="list-style-type: none"> - person to person conversations - telephone conversations - discussions - reports - introductions and interviews. 	<p>Speaks in the role of a person who is not present and illustrates speech patterns.</p> <p>Imaginatively understands the role of the characters in stories.</p> <p>Participates in group conversations:</p> <ul style="list-style-type: none"> - speaks politely and with ease - talks about activities planned for the day - relates personal and group experiences - describes conversations in sequence and order - responds appropriately to questions regarding with the conversation with whom, how, when, where, why, how many.
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READING - SKILLS AND CONTENT CHART

GENERAL SKILLS	WORD ANALYSIS SKILLS	
<p>Visual</p> <p>Develops specific visual discrimination (recognizes likenesses and differences in colors, shapes, and designs, directionality and size, letters and words).</p> <p>Recognizes word boundaries.</p> <p>Notes relative position of objects in pictures.</p> <p>Visualizes part to whole by assembling a seven piece puzzle.</p> <p>Demonstrates awareness of left to right progression.</p> <p>Develops left to right eye movement.</p> <p>Recognizes upper and lower case letters.</p> <p>Associates consonant sounds to letters.</p> <p>Identifies initial consonant sounds.</p> <p>NAMES letters to represent consonant sounds heard in initial, final, and medial position.</p> <p>Discriminates between words using initial letter, onset and final letter or sounds.</p> <p>Identifies short vowel sounds.</p> <p>Recognizes word families, e.g. an, at, it, and am, in, op, un.</p> <p>Recognizes words of different length.</p> <p>Recognizes word endings, e.g. s, ed, ing.</p> <p>Identifies long vowel sounds.</p> <p>States vowel rules, e.g. silent e.</p> <p>Identifies "r" modified vowels: ar, or, er, ir, ur.</p>	<p>Auditory</p> <p>Reproduces pronounced two and three syllable words.</p> <p>Hears minimal differences in words.</p> <p>Distinguishes word length.</p> <p>Recognizes spoken words with same initial sound.</p> <p>Recognizes spoken words with same final sound.</p> <p>Hears rhyming words.</p> <p>Demonstrates understanding of function of "y" as a consonant or vowel.</p> <p>Associates sounds to two letter blends: fr, gr, br, bl, gl, pl, st, fr, sm, sk, cr, sc.</p> <p>Associates sounds to digraphs: ch, sh, th, wh.</p> <p>Identifies three letter initial blends: spr, str, scr, squ, thr.</p> <p>Recognizes little words in big words.</p> <p>Recognizes root words.</p> <p>Identifies suffixes: lv, est, er.</p> <p>Identifies prefixes: un, re.</p> <p>Identifies two sounds of c and g:</p> <p>c - k and s;</p> <p>g - g and l.</p>	<p>Recognizes contractions: n't, 'll, 're, 's, 'd, 'm, 've.</p> <p>Demonstrates understanding of use of possessives.</p> <p>Recognizes compound words.</p> <p>Recognizes similarities of sounds such as x and ex.</p> <p>Recognizes silent letters in kn, gn, wr.</p> <p>Recognizes words with double letters.</p> <p>Listens for and identifies number of syllables in a word.</p> <p>Alphabetizes words using first and second letter.</p> <p>Identifies and uses a glossary.</p>

READING - SKILLS AND CONTENT CHART (CONT.)

CONVULSION FOR DEVELOPMENT

<p>Enjoys being read to.</p> <p>Engages in meaningful conversation.</p> <p>Asks the teacher for help when needed.</p> <p>Demonstrates interest in books and other printed material.</p> <p>Associates meaning with the printed page.</p> <p>Demonstrates desire to learn to read.</p> <p>Demonstrates adequate attention span.</p> <p>Reacts to and comprehends simple stories read orally.</p> <p>Arranges pictures and ideas in sequence.</p> <p>Tells events in logical sequence.</p> <p>Follows oral directions.</p> <p>Demonstrates ability to handle a book correctly.</p> <p>Follows in books from front to back, from left hand page to right hand page.</p> <p>Follows usual text progression from left to right, from top to bottom.</p> <p>Reads labels on familiar objects.</p>	<p>Identifies main idea of a simple story read by the teacher.</p> <p>Uses picture cues.</p> <p>Looks at a picture and tells its story.</p> <p>Tells main ideas, names of characters, some major details from stories read by teacher.</p> <p>Begins to build a sight vocabulary through configuration clues and context clues.</p> <p>Reads easy books at the library table.</p> <p>Follows printed directions.</p> <p>Begins to read for information.</p> <p>States main idea, names of characters, important detail stated sequence from stories read orally.</p> <p>Answers questions on materials read.</p> <p>Recalls main idea, names of characters, important details, stated sequence from stories read silently.</p> <p>Relates situations encountered in reading to personal experiences.</p> <p>Demonstrates knowledge of library facilities, both the school library and the public library.</p>	<p>Demonstrates ability to handle work-type material independently.</p> <p>Uses: table of contents, page number, titles.</p> <p>Finds specific information.</p> <p>Develops ability to anticipate ending of stories and/or to infer action.</p> <p>Composes questions about material read.</p> <p>Begins to read and interpret simple maps and charts.</p> <p>Dramatizes stories read.</p> <p>Illustrates stories read.</p> <p>Tells a story previously read.</p> <p>Recognizes and uses different kinds of reading materials: those for pleasure and those for information.</p> <p>Finds main idea in a story or paragraph.</p> <p>Keeps events in proper sequence.</p> <p>Draws logical conclusions.</p> <p>Recognizes relationships.</p> <p>Predicts outcomes.</p> <p>Follows printed directions.</p> <p>Reads for a definite purpose.</p>	<p>Classifies items.</p> <p>Uses index.</p> <p>Demonstrates technique of skimming.</p> <p>Extends ability to use printed material for information:</p> <ul style="list-style-type: none"> - finds specific information. - interprets descriptive words and phrases. - selects fact to remember. - selects facts to support main idea. <p>uses study guides, charts, outlines.</p> <p>Interprets story ideas.</p> <p>Identifies author's purpose.</p> <p>Locates title page, author, illustrations, publisher, year, index.</p> <p>Uses table of contents.</p> <p>Uses reference materials:</p> <ul style="list-style-type: none"> - encyclopedia - atlas and maps - magazines and newspapers - occupational information. <p>Interprets meaning of line graphs.</p> <p>Interprets meaning of bar graphs.</p> <p>Reads charts.</p>
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VOCABULARY DEVELOPMENT - SKILLS AND CONTENT CHART

PRE-SPILLING - SKILLS AND CONTENT CHART

WORD RECOGNITION	WORD MEANING	LANGUAGE AND THINKING SKILLS	PERCEPTUAL SKILLS	VISUAL MOTOR SKILLS
<p>Begins to establish fundamental reading habits.</p> <p>Demonstrates interest in words and symbols.</p> <p>Recognizes own name in print.</p> <p>Names upper case letters.</p> <p>Names lower case letters.</p> <p>Matches upper case and lower case letters.</p> <p>Recognizes words with both upper and lower case letter at beginning.</p> <p>Places letters of alphabet in sequential order.</p> <p>Identifies in various settings words usually found in primers and primers.</p> <p>Increases basic sight vocabulary.</p> <p>Recognizes 200 to 300 basic sight words.</p> <p>Uses word form clues.</p> <p>Recognizes new word in context fields.</p> <p>Recognizes: function words, direction words, etc.</p> <p>Uses context clues.</p> <p>Uses conformation clues.</p> <p>Uses language rhymes: poetry, songs.</p>	<p>Demonstrates listening vocabulary, adequate to understand ideas.</p> <p>Demonstrates speaking vocabulary, adequate to convey ideas.</p> <p>States meaning of: place words, quantitative words, descriptive words.</p> <p>Names simple classification, e.g., animals, fruits, etc., vegetables, clothing.</p> <p>Classifies objects and pictures into basic categories.</p> <p>Demonstrates understanding that printed words represent spoken words.</p> <p>Demonstrates knowledge of picture dictionary.</p> <p>Demonstrates proficiency in the use of a picture dictionary.</p> <p>Demonstrates understanding of basic words common to reading primer, and grade one level.</p> <p>Demonstrates increased knowledge of meaning of words.</p> <p>Recognizes multiple meanings of words.</p> <p>Recognizes synonymous meanings of words.</p>	<p>Recognizes opposites.</p> <p>Recognizes meanings of words pronounced the same.</p> <p>States meaning of and uses correctly: function words, direction words, action words, words, color words, number words, curriculum word (see Appendix).</p> <p>Demonstrates ability to give meaning from context.</p> <p>Uses new words in sentence to show meaning.</p> <p>Demonstrates ability to use punctuation.</p> <p>Uses map skills.</p> <p>Defines words read in context.</p> <p>States synonyms, antonyms.</p> <p>Identifies homophones.</p> <p>Identifies homographs.</p> <p>Recognizes multiple meanings of words.</p> <p>Associates words with feelings.</p> <p>Distinguishes formal and informal language.</p>	<p>Expresses self substantively.</p> <p>Pronounces words correctly.</p> <p>Demonstrates enjoyment while listening to stories.</p> <p>Relates experiences.</p> <p>Describes and classifies objects, etc.</p> <p>Participates in dramatization.</p> <p>Participates in group dictation in the development of "language experience" charts.</p> <p>Demonstrates knowledge of relationship between oral and written expression.</p>	<p>Names and prints letters of the alphabet.</p> <p>Copies words correctly.</p> <p>Prints name and some words from memory.</p> <p>Identifies primary word.</p> <p>Recognizes compound words.</p> <p>Participates in dramatization.</p> <p>Participates in dramatization and musicals.</p> <p>Relates sounds to symbols.</p> <p>Substitutes beginning sounds to form new words.</p> <p>Visualizes.</p> <p>Writes letters.</p> <p>Relates to prints words that begin with same sound.</p> <p>Recognizes that words are made of letters to help in right context.</p> <p>Identifies words used frequently.</p>

SPELLING - SKILLS AND CONTENT CHART (CONT'D)

STRUCTURAL ANALYSIS (CONT'D)		SYLLABICATION AND DICTIONARY		
Contractions and Abbreviations	Compounds	Syllabication	Location of Words	Extensions
	Recognizes compound, e.g. today, something.	Hearing two-syllable words, e.g. well, some.	Beginning to spell simple words that are frequently encountered in reading and speaking.	Beginning to spell, two-syllable words, (first) Synonyms: good, nice
		Hearing three and four syllable words.	Beginning to spell words that are frequently 1st two Appendix.	
One letter omissions, e.g. isn't. More than one letter omissions, e.g. I'll.			Alphabetizes, in three letters, words of three letters and four letters.	
Abbreviations for days, holidays, months, and proper names.			Alphabetizes in four letters.	
Abbreviations of measures, titles, and directions.				

PLEASE NOTE

Communication Section is
color-coded according to
subject areas, not levels.

LISTENING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Recognizes aurally and responds to own name.</p> <p>Names familiar sounds in the classroom, playground, school and street, e.g. bell, car.</p> <p>Identifies the objects which make sounds in the classroom, school, playground and street.</p> <p>Discriminates between sounds by pointing to the object which makes the sound.</p> <p>Listens to and discriminates between similar sounds in the environment, e.g. doorbell and telephone.</p> <p>Demonstrates a listening vocabulary development by following directions given in a simple sequence.</p>	<p>Make recordings of various sounds, within the school and surrounding community. Have students identify sounds.</p> <p>Have students match sounds heard with pictures of objects.</p> <p>Have students play games: "I'm Going to California, What Did I Draw?" (See Appendix - Games).</p>	<p><u>Codes</u></p> <p>C - Core Material S - Supplementary Material</p> <p>Level 1 Level 2 Level 3 Level 4</p> <p>Peabody Language Development Kit - Level (C1-2)</p> <p>Sounds to Words (S1-3) Sound Lotto (S1-4) SRA Listening Skills Program Tape 1 (S1-4) Auditory Training (Familiar Sounds) (S1-2) Auditory Memory for Sounds (S1-3)</p> <p>Sound Absurdities (S1-4) LDA Listen (S1-3) Learn to Listen (S1-3) DLM Auditory Memory (S2-4) Listening Clearly cassette/filmstrip (S1-3)</p>

LISTENING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and names a broader range of sounds in the environment, e.g. musical instruments.</p> <p>Listens attentively for a specified period of time.</p> <p>Listens for the purpose of carrying out multi-step directions.</p> <p>Demonstrates an appreciation of rhythmic patterns of sounds and words by clapping or tapping.</p> <p>Recognizes and names words that rhyme.</p> <p>Uses various media for listening enjoyment, e.g. records, radio, nursery rhymes, folktales.</p> <p>Listens to and retells simple stories.</p>	<p>Have students close their eyes for a number of seconds, then list every sound heard during that time.</p> <p>Demonstrate tapping or clapping of specific rhythmic patterns. Have students imitate actions. Play records or nursery rhymes and have students clap or tap the rhythm, e.g. Morse Code.</p> <p>Demonstrate sounds of rhyming words, e.g. cat - bat. Emphasize listening to ending sounds. Have students provide rhyming words. Play game: Two teams - one team supplies a word, second team supplies a rhyming word.</p> <p>Establish a listening center. Schedule a specific listening time for students each day.</p>	<p>Peabody Language Development Kit - Level 3 (C1-4)</p> <p>Easel Listening Games and Individual Listening Games (S1-2)</p> <p>Terry the Terrible Dictates Directions (S1-2)</p> <p>Auditory Discrimination Game - Set 1 (S1-3)</p> <p>Record Books (S1-2)</p> <p>Tell Again Story Cards (S1-2)</p>

LISTENING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates ability to listen in a distracting situation.</p> <p>Demonstrates an understanding of the responsibilities of the listener by attending to the speaker.</p> <p>Listens for the purpose of retelling stories in sequence.</p> <p>Demonstrates ability to listen to instructions and explanations for information.</p> <p>Listens for the main idea of a speaker.</p> <p>Listens to various forms of spoken messages, e.g. story, songs, poems.</p>	<p>Supply each student with a worksheet on which he may follow oral directions to underline, cross out, circle, while radio on in background.</p> <p>Model listening courtesies. Make a 'good listening bulletin board' with rules suggested by the students.</p> <p>Use story cut-ups. Read a story containing scrambled events and ask the student to rearrange the events.</p> <p>Ask students to listen to paragraph read orally. Ask student to recall facts, make interpretations, evaluate information, etc.</p> <p>Read a short selection and have students suggest a title and tell what happened in one summary sentence.</p>	<p>DLM Auditory Figure Ground (S2-4) Auditory Memory for Direction (S1-2)</p> <p>Easel Listening Games and Individual Listening Games (S1-2)</p> <p>A Nelephant Named Godfrey (C1-2) Auditory Class and Language Sequencing (S1-3) Sound Stories cassette/filmstrip (S1-3)</p> <p>DLM Auditory - Figure Ground (S2-4) DLM Auditory Memory (S2-4)</p> <p>Listen and Think Listening Tapes (S1-3) (Identifying Main Ideas & Understanding Speakers' Purpose) A Nelephant Named Godfrey (C1-2)</p> <p>Listen 'n Say Respondette Series (S1-2) A Nelephant Named Godfrey (C1-2)</p>

LISTENING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Listens to a specific person to gain particular information, e.g. weather forecast, television interview.</p> <p>Recognizes responsibilities of a listener and his role by:</p> <ul style="list-style-type: none"> - asking relevant questions - drawing conclusions - noting important details - interpreting main ideas. <p>Listens for appreciation of various productions, e.g. concerts, symphony, speeches.</p>	<p>Provide exercises containing questions based on specific listening activities, e.g. weather forecast, interview.</p> <p>Read to the students a series of paragraphs; have students add conclusion.</p> <p>Read paragraphs or dialogue, have students indicate what might happen next, the mood, or the type of speaker. Have students listen to commercials on radio or television, then identify the actual facts supplied and identify what the listeners are intended to think.</p> <p>Have students paint, draw, use crayons or fingerpaint while story records are playing, e.g. Peter and the Wolf, Tchaikovsky's Nutcracker Suite. Discuss strong and weak points about various singers or groups.</p>	<p>Children's Folk Tales and Legends filmstrip/cassette Fairy Tales/Aesop's Fables (S1-4)</p> <p>EARS (Early Approaches to Reading Skills) (S1-2)</p> <p>Listening Skills Program - Unit 2 - Earpower (C3-4) A Nelephant Named Godfrey (C1-2) Listen and Think Listening Tapes (S1-3) SRA Listening Skills Program (C1-3) Verbal Absurdities (S2-4) Super Sounds: Comprehension - Inference (S3-4)</p> <p>Listening Appreciation Activities (S1-4)</p>

VIEWING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		<u>Codes</u> C - Core Material S - Supplementary Material Level 1 Level 2 Level 3 Level 4
<p>The student:</p> <p>Names familiar people and objects from pictures, slides, films, etc.</p>	<p>Have students bring pictures of family and pets. Make collage of familiar people and objects. Make charts using pictures found in magazines incorporating categories such as animals, people, food, etc.</p>	<p>Learning to Look - Set 2 (S1-2) Peabody Language Development Kit - Level P-3 (C1-3)</p>
<p>Points to specific objects.</p>	<p>Have student point to correct object as teacher names objects in pictures, film, filmstrip, television, etc.</p>	<p>Figure-Ground Aditivity Cards (S1-3) Action Cards - Set 1 (S1-2) Peabody Language Development Kit - Level P-3 (C1-3)</p>
<p>Looks at simple pictures and tells what he sees.</p>	<p>Present filmstrip, slides, pictures, etc., illustrating a single object or action; have student discuss what he sees. Bring out features such as size, shape, color, etc.</p>	<p>I See/I Think I See (S1-2) Action Cards - Set 1 & 3 (S1-2) Classification by Use (S1-3) Classification of Objects (S1-2) Peabody Language Development Kit - Level P-3 (C1-3)</p>

VIEWING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Describes specific features of objects viewed.</p> <p>Discriminates between objects viewed.</p> <p>Imitates a simple action.</p> <p>Puts pictures together to form a simple sequence.</p>	<p>Make a "Things to Look For Chart" listing such things as color, size, shape, use, etc. Have students apply the list to various objects presented in pictures, slides etc.</p> <p>Display objects and describe one; have student choose correct one. Play "I Spy".</p> <p>Model a simple activity and have student imitate.</p> <p>Use picture sequence cards, comic strips, etc. Have student assemble to form a simple sequence.</p>	<p>Language Building Cards (S1-2)</p> <p>Flip-Flap (S1-2)</p> <p>Living Parts and Wholes (S1-4)</p> <p>Tell What Part Is Missing Story Card (S1-2)</p> <p>Flip-Flap (S1-2) LDA</p> <p>Visual Closure Cards (S1-2)</p> <p>Classification - Set 1 (S1-2)</p> <p>Classification By Use (S1-3)</p> <p>Classification of Objects (S1-2)</p> <p>Alike Because - Level 1 (S1-2)</p> <p>Alike Because - Level 2 (S3-4)</p> <p>Look n' Do Cards (1-2)</p> <p>Action Cards Set 1-2-3 (S1-2)</p> <p>Just Imagine Posters (S1-2)</p> <p>Sequential Thinking Concept Cards - Set 1-5 (S1-4)</p> <p>Sequence Picture Cards Level 1 & 2 (S1-3)</p> <p>Science Sequence Cards - Simple Changes (S1-3)</p>

VIEWING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Retells a story viewed in proper sequence.</p>	<p>Use story cards with students; withdraw them and ask student to retell story.</p>	<p>Tell Again Story Cards (S1-3)</p> <p>Photographic Sequences (C3-4)</p> <p>Science Sequence Cards: Complex Changes (S3-4)</p> <p>Story Sequence Learning Centre (S1-3)</p> <p>Sequential Picture Cards I, II, III</p> <p>Independent Living (S1-4)</p>
<p>Views picture books for enjoyment.</p>	<p>Go on field trip to library. Have books displayed in class.</p>	<p>Self-Told Tales (S1-4)</p> <p>MacDonald Starter Series (S1-2-3)</p>
<p>Describes sensory impressions formulated from material which is viewed.</p>	<p>Display pictures which elicit sensory reactions, e.g. fruit, soft toys, snow, fur coat. Have students discuss their reactions.</p>	<p>Peabody Articulation Cards (C1-4)</p> <p>Your Five Senses (S1-4)</p>
<p>Views attentively for a specified period of time.</p>	<p>Have students look at pictures or slides and make a list of what they see. Construct a viewing centre (filmstrip, slides, picture file, view-master, film loops).</p>	<p>Touching Things (S1-3)</p> <p>I Might Feel....</p> <p>Self Awareness Posters (S1-3)</p>
<p>Changes level of attention to suit purpose of viewing task.</p>	<p>Provide a variety of viewing experiences (television, films, field trips in student's environment, books, etc.) where student must change his level of attention to gain information.</p>	

VIEWING

OBJECTIVES	TEACHING STRATEGIES	MATERIAL
<p>The student:</p> <p>Demonstrates an interest in a greater variety of visual formats*, e.g. cartoons, puppetry, plays.</p> <p>Looks at more complex pictures and tells what he sees.</p> <p>Imitates a series of actions.</p> <p>Gains information and meaning by answering specific questions.</p>	<p>Go on field trips to theatre, park, lake, or campground, etc. Have students do puppet play based on something they saw.</p> <p>Provide pictures or slides containing more than one object and an action occurring. Have students describe what they see.</p> <p>Have students use puppets to imitate a story from a picture book.</p> <p>Show pictures, slides, or take a field trip in the student's environment. Make ditto sheets. Ask questions based on material seen by student.</p>	<p>Teaching</p> <p>Pictures - variety of topics (C1-4)</p> <p>Instructo - Study Prints (S1-4)</p> <p>Communities in Action (S3-4)</p> <p>Camouflaged Animal Cards (S2-3-4)</p> <p>Action Cards - Set 3 (S1-2)</p> <p>Photo Sequence Cards: Set 1</p> <p>Occupations, Set 2, Recreation Set 3, Daily Living Activities (S2-4)</p> <p>Teaching</p> <p>Pictures (C1-4)</p> <p>Visual Communication Skills - filmstrip/ cassette</p> <ul style="list-style-type: none"> - Understanding Pictures - Visual Literacy - Seeing, Believing, Questioning (S3-4)
<p>* Visual formats pertain to all materials which can be viewed, including such things as pictures, plays, anything in the environment which is seen.</p>		

VIEWING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Makes predictions based on content contained within visual formats or environment.</p>	<p>Ask the student:</p> <ul style="list-style-type: none"> - "What is happening?" - "What has happened?" - "What do you think will happen next?" - "Have you ever seen anything like this happen?" - "Why is this person doing this?" - "What does the picture tell you?" 	<p>What Would You Do? (S1-4)</p> <p>Why - Because (S1-3)</p> <p>What's Wrong Here - Levels 1 & 2 (S1-4)</p> <p>- Story about I Wonder Posters (S1-3)</p> <p>What's Wrong Posters (S1-3)</p> <p>Open Ended Sequence Cards (S2-4)</p>
<p>Draws conclusions from materials presented in visual formats.</p>	<p>Have student discuss pictures from magazines, newspapers and give them captions. Write stories about pictures, slides, field trips.</p>	<p>Think Again (S1-3)</p> <p>See How You Feel (S1-3)</p> <p>Why - Because (S1-3)</p> <p>Problem Solving Cards (S1-3)</p> <p>What Follows - Set II (S1-3)</p>
<p>Tells the meaning of non-print visuals such as signs, label designs, and logos.</p>	<p>Go on field trip to local store, etc. Discuss meaning of particular signs, etc., encountered. Have students collect label designs, and logos. Construct collage.</p>	<p>Functional Signs (S1-4)</p> <p>Survival Signs (P1-4)</p>
<p>Views a variety of more complex visual formats, e.g. video tapes, art forms, plays, television.</p>	<p>Go on field trip to museum, live theatre.</p>	<p>DLM's Program of Affective Learning Featuring (S3-4)</p>
<p>Appraises actions and behaviors of people, etc.</p>	<p>Have students cut out pictures of people depicting emotions. Display pictures and have students give headings such as: sadness, fear, struggle, happiness.</p>	<p>What's Happening (S3-4)</p> <p>Let's Talk About - Series Part I & II (S1-4) filmstrips</p> <p>- Teaching Pictures -</p>

VIEWING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		Learning About Human Relationships (C1-4) Free To Be You and Me - filmstrip/cassette (S2-4)
Evaluates the appropriateness of actions in different social situations.	Have group discussion on manners in different social situations such as parties, picnics, camping activities, theatres, restaurants, etc.	What's Happening (S3-4) Let's Talk About - Series Part I & II (S1-4) filmstrip Free To Be You and Me - filmstrip/cassette (S2-4)
Works independently in viewing activities.	Establish a media or viewing center containing filmstrips, pictures, magazines, comic strips, etc. Have students use media centre.	Seeing Clearly - cassette/filmstrip (S1-4)
Works cooperatively in viewing activities.	Have students create their own play, television shows, puppet shows, collage.	
Identifies and evaluates ideas as factual, fictional, humorous, realistic, or plausible.	Have students classify television programs as being factual or fictional.	Fact or Opinion Learning Centre Activity (S3-4) Free To Be You and Me - filmstrip/cassette (S2-4)
Recognizes propaganda in its various forms.	Have students view television commercials, magazine ads, etc. to identify and classify the more common propaganda techniques, such as transfer, name calling, plain folks, testimonial, band wagon, glittering generalities, card stacking, and repetition.	Visual Communication Skills - The Language of Vision (S-4) - Understanding Pictures (S-4) - Visual Literacy (S1-4) - Seeing, Believing and Questioning (S1-4)

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
		<p><u>Codes</u></p> <p>C - Core Material</p> <p>S - Supplementary Material</p> <p>Level 1</p> <p>Level 2</p> <p>Level 3</p> <p>Level 4</p>
<p>The student:</p> <p>Answers in response to the question, "What is this?", by naming the object.</p>	<p>Have student identify familiar objects from the classroom.</p>	<p>Action Cards - Set 3 (C1-2)</p> <p>Basic Vocabulary Study Cards (S1-4)</p> <p>Parts of Speech - Noun Concepts (S1-2)</p> <p>Places and Things - Set 1</p> <p>Household Items (S1-4)</p>
<p>Verbalizes his wants by saying noun/verb combinations.</p>	<p>Have student express his wants by using simple language.</p>	<p>Sentence Sharpies - Level 1 (S1-2) Level 2 (S3-4) Verbs, Verbs, Verbs (S3-4)</p> <p>Building Sentences Step by Step (S3-4)</p> <p>Language Association Boards - Set 1, Verbs (S3-4)</p>
<p>Verbalizes his wants and thoughts by asking simple questions.</p>	<p>Encourage student to ask simple questions such as: "May I go outside?" "Can John play with me?"</p>	<p>Fokes Sentence Builder (S3-4)</p> <p>Action Cards - Set 1 (C1-2)</p> <p>Developmental Syntax Program (C1-4)</p>
<p>Uses descriptive adjectives and their opposites in his speech.</p>	<p>Have students read sentences giving the opposite of the underlined word, e.g. "She wore a <u>bright</u> dress. It was <u>cool</u> last night".</p>	<p>Opposites Picture Cards (S1-2)</p> <p>Opposites - Concept Cards (S1-2)</p> <p>Parts of Speech - Adjective Concepts (S1-4)</p>

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses prepositions in his speech to describe the position of people and things.</p>	<p>Show pictures to students and ask questions which require a preposition in the answer, e.g. "Where is the boy sitting?" (reply - <u>on</u> the chair) "Where is the cloud?" (reply - <u>in</u> the sky) "Where is the horse going?" (reply - <u>to</u> the barn).</p>	<p>Classification/ Opposites/Sequence (Ideal Magic Cards) (S1-2)</p> <p>Language Association Boards - Set 2, Adjectives (S3-4)</p> <p>Imaginative Adjectives and Prepositions (S3-4)</p> <p>Parts of Speech - Preposition Concepts (S1-2)</p> <p>Positions Color Cards (S1-2)</p> <p>Language Association Builders - Set 3, Prepositions Lab Cards (S3-4)</p>
<p>Refers to himself and others in his speech by using the pronouns, "me", "my", "mine", "I", "them", "their", etc.</p>	<p>Have student make a chart with a picture of himself, a boy, a girl and a group of people. Have student use appropriate pronouns as each picture is discussed, e.g. picture of himself - pronouns are "me", "my", "mine", "I".</p>	<p>Pronoun Parade A (S2-4)</p> <p>Developmental Syntax Program (C1-4)</p>
<p>Describes identifying features of an object.</p>	<p>Provide pictures, etc. of objects. Have student use vocabulary which describes: <u>height</u> (high, tall, short) <u>length</u> (long, short) <u>width</u> (wide, narrow) <u>area</u> (large, small, big) <u>weight</u> (light, heavy) <u>shape</u> (round, flat, square, triangular, thin, thick) <u>color</u> (red, blue, etc.).</p>	<p>Distar Language 1, 2, 3 (S1-4)</p> <p>Living Parts and Wholes (S1-2)</p> <p>Visual Closure Cards (S1-2)</p> <p>Parts and Wholes (S1-4)</p>

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Asks questions to determine what an object is.	Play game: 20 Questions. Have students ask questions such as: "Is it tall? Is it blue? Is it round?"	Peabody Language Kit - Level P (C1-2)
Names a location from description of it.	Describe a location with various clues such as: "It has many rooms. It is downtown. People get better there." Have students identify (hospital).	Peabody Language Development Kits - Levels K-3 (C1-2-3-4)
Describes a particular location.	Have student describe location named by teacher.	
Says how two or more objects are the same or different.	Have student identify whether two or more objects are the same in height, length, width, size, weight, shape or color.	Classification by Use (S1-3) Classification of Objects - Concept Cards (S1-4)
Describes the action of common animate objects.	Have student describe what action an animate object can perform such as a canopener, a screwdriver, etc.	Associations - Set 1 (S1-2) Set 2 (S3-4) Functions Picture Cards (S1-3) Peabody Language Development Kit - Level 1 (C1-4)
Classifies objects into categories.	Play game: "Animal, Vegetable or Mineral". Say "carrot", have student answer.	Peabody Language Development Kit - Level 1 (C1-4) Classification by Use (S1-3) Peabody Articulation Cards (S1-4) Classification - Set 1 (S3-4) Categories: Varied (S1-2)

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses categorical nouns in his speech.</p>	<p>Make a bulletin board display of categorical nouns: e.g. fruits, animals, vehicles; have students find and name things which belong in each group.</p>	<p>Flip Flap (S1-2)</p>
<p>Uses plural nouns in his speech .</p>	<p>Have student identify plurals and use in a sentence. Give words orally and have students state the plural. Include plurals which do not have s or es, such as geese, oxen.</p>	<p>Make a Plural (Game)</p> <p>The Caveman Plural Centre (S3-4)</p> <p>Developmental Syntax Program (C1-4)</p> <p>Singulars & Plurals - Set 1 & 2 (S1-2)</p>
<p>Names primary colors.</p>	<p>Cut colored cars (red, yellow and blue) from magazines or car brochures and paste on a chart. Have student identify color of cars.</p>	<p>Terry the Terrible Dictates Direction (S1-3)</p> <p>MacDonald Starter Series Book "Colors" (S1-2)</p>
<p>Identifies colors other than primary ones.</p>	<p>Have students go for a 'color walk' to find things of different colors in the environment. Make a collage with the objects found and add colored yarns, gift ties, sequins and glitter. Have student tell what colors are in the collage. Include orange, purple, brown, silver, etc.</p>	<p>Color Recognition Set (S1-2)</p> <p>Color and Shape Posters (S1-3)</p>
<p>States reasons for the outcome of actions, e.g. why something happened.</p>	<p>Read stories and ask students why something happened.</p>	<p>Help Yourself Books- Level 2 (S1-3)</p> <p>Why Because (S3-4)</p> <p>Problem Solving Cards (S1-4)</p>

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses appropriate sense verbs in his speech, e.g. smells, tastes, sees, hears, feels.</p> <p>Describes the actions taking place in pictures by using a verb form.</p> <p>Tells what will happen and what will not happen on the basis of an "if-then" action statement.</p> <p>Makes "if - then" statements describing objects by drawing conclusions about conditions that pertain to these objects.</p>	<p>Provide a list of words such as: soft music furry kitten red apple white snow red rose white cake Have students tell whether they see, hear, taste, smell or feel.</p> <p>Hold up action pictures and have students identify what action is taking place using a verb form, e.g. the dog is running; the rabbit hops.</p> <p>Read a story from a reader or story book. Give sentences similar to the example given below to the students. e.g. If Mary had gone to the market place she would have heard _____. If Jane had not waited so long, she would have _____. Have students finish statements such as: If a ball had a handle then _____. If a car didn't have wheels then _____.</p>	<p>Listen and Think Listening Tapes (Tape Titled "Using Our Senses") (S3-4) Your Five Senses (S1-4) Five Senses (Bulletin Board Cut-Outs) (S1-2)</p> <p>Verbs, Verbs, Verbs (S3-4) Help Yourself Books - Level 1 (S1-2) Action Pictures - Sets 1 & 3 (C1-2) Language Association Builders (Lab Cards) Set 1, Verbs - Sports in Action (S3-4) Set 2, General Verbs (S1-4)</p> <p>Sequential Thinking Concept Cards - Set 5 (S3-4) Problem Solving Cards (S1-4) What Would You Do? (S1-4) What's Happening? (S3-4)</p> <p>Lessons in Syntax (S3-4) Why - Because (S1-4)</p>

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States the sequence in which actions occurred by answering "before" and "after" questions.</p> <p>Identifies which part is missing from an object and tells the function of the object and each of its parts.</p> <p>Identifies what is absurd about a part of an object performing an unusual function.</p> <p>Identifies objects that have a specified part in common.</p>	<p>Read a paragraph such as: "When the poor woman returned with her basket of food the children eagerly peeped into the basket. The woman quickly hurried to the cupboard". Ask questions about what happened before and after the woman returned. Have students answer questions orally.</p> <p>Purchase or make a set of cards which have pictures of everyday objects with something missing from the object. Have student identify what is missing and what function it fulfills.</p> <p>Have students identify what is absurd in pictures such as: a picture of someone wearing a snowsuit on the beach, a tree growing upside down, a monkey flying an airplane.</p> <p>Have student name objects that all have wheels, e.g. wagon, truck; are round, e.g. coins, balls, wheels.</p>	<p>Sequential Thinking Concept Cards - Set 5 (S3-4)</p> <p>Classification/ Opposites/Sequences (Ideal Magic Cards) (S1-2)</p> <p>Photo Sequence Cards - Set 1, Occupations, Set 2, Recreation, Set 3, Daily Living Activities (S2-3-4)</p> <p>What's Missing - Level 1, (S1-2) Level 2 (S3-4)</p> <p>Tell What Part Is Missing (Cards) (S1-2)</p> <p>Parts and Wholes (S1-3)</p> <p>Speech and Language Materials</p> <p>Living Parts and Wholes (S1-4)</p> <p>What's Wrong Cards (S1-2)</p> <p>What's Wrong Posters (S3-4)</p> <p>What's Wrong Here? - Level 1 (S1-2)</p> <p>Classification by Use (S1-3)</p> <p>Classification - Set 1 (S1-2)</p> <p>Alike Because - Level 1 (S1-2) Level 2 (S3-4)</p>

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Indicates whether pictures could illustrate a given statement.</p> <p>Answers "all" questions about objects by making complete "some", "all", and "none" statements to describe objects.</p> <p>Answers comprehension questions about what is happening in the stories read to him and tells what the characters say and do.</p> <p>Participates in dramatic play, "show and tell" and dramatization of stories.</p> <p>Uses body language, facial expressions and voice quality to convey meaning.</p>	<p>Have students indicate whether statements pertain to displayed pictures.</p> <p>Use pictures, slides, etc. Ask questions pertaining to the objects in these pictures which can be answered by "some", "all", or "none" statements, e.g. How many of these pictures have animals?</p> <p>Demonstrate use of body language, etc. Have students model the use of these to convey meaning. Use mirrors; have each student express specific meaning using facial expressions.</p>	<p>Action Cards - Sets 1 & 3 (C1-2) Problem Solving Cards (S1-4) Lessons in Syntax (S3-4)</p> <p>Classification of Objects Concept Cards (S1-4)</p> <p>Tell Again Story Cards (S1-3) Listen 'n Say Respondette Series (S1-4) What Do You Think of That? and Other Stories (S1-4)</p> <p>Book - Create A Story Series (S1-2) Tell Again Story Cards (S1-3) Tell-a-Tale Cards - Set 1 and Set 2 (S1-2-3-4)</p> <p>See How You Feel (S1-4) Let's Make Faces (S1-4)</p>

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Enunciates distinctly, especially at the beginnings and endings of words.</p> <p>Recognizes the importance of accepted social behaviors in oral language.</p> <p>Practises accepted rules for person to person conversations, telephone conversations, discussions, reports, introductions and interviews.</p> <p>Participates in group conversations:</p> <ul style="list-style-type: none"> - speaks audibly and with ease - talks about activities planned for the day 	<p>Have students participate in oral reading of poems, stories, letters, etc., to the class.</p> <p>Have a discussion on how to make introductions, give greetings, etc. Role play situations involving introductions, etc.</p> <p>Make a class chart outlining accepted rules. Use role play involving various situations, such as job interviews.</p> <p>Practise telephone conversations between students in the classroom. Give attention to voice volume, leaving messages, getting information from a store, etc.</p> <p>Use a tape recorder; have student listen to himself and correct his pitch tone and volume.</p> <p>Have students plan a trip to the zoo or a picnic and discuss what will be involved such as transportation, cost, food, etc.</p>	<p>Basic Set of Word Making Cards (S1-4)</p> <p>Developmental Syntax Program (C1-4)</p> <p>Sensitivity (S3-4)</p> <p>Points of View (S3-4)</p> <p>Let's Talk About Series - Parts 1 & 2, filmstrips (S3-4)</p> <p>Learning About Human Relationships (S2-4)</p> <p>Social Development (S1-2)</p> <p>Game - Hot Line</p> <p>The Telephone (Bulletin Board Cut-Outs) (S1-4)</p> <p>Developmental Syntax Program (C1-4)</p> <p>Learning Concepts Programs for Pre-School and Primary Children (S1-4)</p> <p>Language Rehabilitation Program (S1-4)</p> <p>Help Yourself Books - Level 3 (S3-4)</p>

SPEAKING

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <ul style="list-style-type: none"> - relates personal and group experiences - describes experiences in sequential order - responds appropriately to questions beginning with the question markers: when, who, what, whose, how, where, and how many. 	<p>Have students tell about summer vacations, trips with the family, weddings, birthday parties, etc. Give details about the experiences in sequence.</p> <p>Read a story such as: "Mary went to the seashore. The first thing she saw was a little pink shell. She picked it up and put it in her pocket. As she walked along, she almost stepped on a clam shell". Have students name the things in the order that Mary saw them.</p> <p>Read a story or listen to a story on a tape or record. Have students answer 'when', 'who', 'what', 'whose', 'how', 'where' and 'how many' questions pertaining to the story.</p>	<p>DUSO (S1-4)</p> <p>Sequential Thinking Concept Cards - Set 5 (S3-4)</p> <p>Sequence Picture Cards - Level 1, Sets 1-2-3 (S1-2) Level 2, Sets 1-2-3 (S3-4)</p> <p>Action Cards - Set 3 (C1-2)</p> <p>Fokes Sentence Builder (S3-4)</p> <p>Lessons in Syntax (S3-4)</p>

READING

A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>General</u></p> <p>The student:</p> <p>Matches upper case and lower case letters.</p> <p>Produces consonant sounds for letters orally.</p> <p>Names initial consonant sounds in spoken words.</p> <p>Names letters to represent consonant sounds heard in initial, final and medial position.</p> <p>Discriminates between words using initial sound cues and final sound cues.</p>	<p>Play matching game using teacher and student flash cards, one set with upper case and one lower case.</p> <p>Display pictures of common objects (cat, mouse) with the letter the object begins with printed to the left. Encourage the student to use these pictures when trying to remember the sound of a letter.</p> <p>Have student play "Lost Squirrel", a game that helps with initial consonants (see Appendix).</p>	<p><u>Codes</u></p> <p>C - Core Material S - Supplementary</p> <p>Level 1 Level 2 Level 3 Level 4</p> <p>Match Upper and Lower Case Letters (S1-2) Fun with Capital & Lower Case Letters (S1-2)</p> <p>The Consonant Sounds Program (S1-4) Schoolhouse (C1-4) Go Fish Series - Series 1 (S1-3)</p> <p>Basic Set of Word Making Cards (S1-3) Take (S1-3) Phonics Workbook - Book A (C1-2)</p> <p>Developing the Listening Skills (S1-4) Knights of the Sound Table Cards (S1-3)</p>

READING
A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
The student:		
Produces orally short vowel sounds.	Demonstrate 'sound' of short vowels. Have students imitate sounds. Use language master and cards programmed with short vowel sounds.	
Names letters to represent short vowel sounds.	Give the student a card with the letter to be learned and pictures of objects which begin with that vowel sound. Direct student to place the letter card beside each object to get his mouth ready to make the sound while looking at the card and then say the sound.	Schoolhouse Kit - Word Attack Skills (C1-4) Vowel Sounds Snap Game (S1-4) Grouping Sounding Game - Set C (S2-4) Build It - Deck 1 (S1-4)
Reads word families, e.g. am, at, it, and, an, in op, un.	Use word charts. Use word wheels.	Remedial Reading Drills (S1-4) Tactile Learning Cards Word Families (S1-3) Word Family Fun (S1-4)
Points to and reads word endings, e.g. s, ed, ing.	Demonstrate identifying word endings. Have students model this activity by underlining or pointing to word endings in word lists, etc.	
Reads in context words containing word endings.	Use flash cards containing simple sentences containing words with endings, e.g. s, ed, ing.	Phonics Workbook - Book B, C, D (C2-4) Instructional Pack - Endings/Suffixes (S2-4)
Produces orally long vowel sounds.	Have students imitate long vowel sounds. Use language master cards programmed with long vowel sounds.	The Caveman Plural Center (S2-4)
Names letters to represent long vowel sounds.	Teach rule - long vowels say their name.	Schoolhouse Kit - Word Attach Skills (C1-4) Build It - Deck 2 & 3 (S2-4) Phonics Workbook - Book A, B, C, D (C1-4)

READING
A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads word families, e.g. ate, ike, oat, eat.</p> <p>Applies vowel rules in context:</p> <p>- silent e</p> <p>- two vowels together.</p> <p>Reads in context words containing "r" modified vowels: ar, or, er, ir, ur.</p>	<p>Use word charts. Use word wheels.</p> <p>Provide examples of the effect of silent e on various words. Example: kit - kite cap - cape Make flip cards with the silent e, e.g. kite.</p> <p>Provide examples of words with vowel combinations. Make word ladders with vowel combina- tions.</p> <p>Teach sounds made by ar, or, er, ir, ur. Prepare word lists containing these modifi- ed vowels. Use sentence cards containing modified vowel words.</p>	<p>Remedial Reading Drills (S1-4) Tactile Learning Cards - Word Families (S1-3) Word Families (S1-2)</p> <p>End in E Game (S2-4) Phonics Workbook - Book B (C2-4)</p> <p>Vowel - R - Blends (S2-4) Group Sounding Game - Set H (S2-4) Phonics Workbook - Book B, C, D (C2-4)</p>
<p>2. <u>Visual</u></p> <p>The student:</p> <p>Matches likenesses in colors, shapes, designs, size, letters and words.</p>	<p>Using teacher and student flash cards play matching games. Play game: "Matching Bingo".</p>	<p>Skills for Learning Program (S1-2) Learning to Look - Set 2 (S1-2)</p>

READING

A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Points to differences in colors, shapes, designs, size, letters, and words.</p> <p>Visualizes part to whole by assembling a simple puzzle.</p> <p>Identifies his left and right side.</p> <p>Points to beginning or end of a word.</p> <p>Produces left to right eye movement.</p> <p>Names items in a series from left to right.</p>	<p>Make forms, letters, designs, etc. on charts or blackboard; ask student to select one that is different. Vary the same activity by using alphabet blocks, sand paper, etc.</p> <p>Have student make hand and foot prints.</p> <p>Teach concepts of beginning and end through games; apply these concepts to words.</p> <p>Use tracking games using flash-light or finger.</p> <p>Have student follow either with eyes, use left to right motions.</p> <p>Arrange familiar pictures or objects in a row on chalk-board or table; have students name items proceeding from left to right.</p>	<p>Skills Manual Series (S1-2)</p> <p>Erie Program (S1-2)</p> <p>Training in Some Prerequisites for Beginning Reading (S1-4)</p> <p>Card Match Ups (S3-4)</p> <p>Flip-Flap (S1-3)</p> <p>Shape Analysis Matching Cards (S1-2)</p> <p>Living Parts and Wholes (S1-4)</p> <p>We Study Word Shapes (S2-4)</p> <p>Word Configurations (S2-4)</p> <p>The Peabody Articulation Cards (S1-4)</p> <p>Visual Memory Cards II Objects (S1-2)</p> <p>Serial Sequencing Cards (S1-4)</p>
<p>3. <u>Auditory</u></p> <p>The student:</p> <p>Listens to and repeats the sounds of letters.</p>	<p>Have student repeat sounds of letters on flash cards or alphabet chart.</p>	<p>The Listen and Hear Program (S1-3)</p>

READING

A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Repeats orally, two and three syllable words.</p> <p>Discriminates differences in pronounced letters.</p> <p>Discriminates minimal differences in pronounced words, e.g. big-beg, when-went.</p> <p>Identifies spoken words with the same initial sounds.</p> <p>Identifies rhyming words.</p> <p>Reproduces orally pronounced sentences varying from 3 to 8 words.</p> <p>Demonstrates understanding of function of "y" as a consonant or vowel.</p> <p>Reads in context words containing "y" as a consonant or vowel.</p> <p>Produces oral sound for two letter blends in isolation: tr, gr, br, bl, gl, pl, st, fr, sm, sk, cr, sw.</p>	<p>Use modelling activity: say two letters, tell student whether they sound the same or different; have student repeat activity.</p> <p>Present pairs of words orally (sun-soap). Have student tell whether they have the same initial or final sound.</p> <p>Draw attention to similarity of ending sounds in rhyming words. Make charts with rhyming words. Make word wheels.</p> <p>Make charts containing lists of words with y as a consonant and y as a vowel.</p> <p>Prepare work sheets containing sentences with words using y as a consonant or vowel.</p> <p>Model sounds produced by blends. Use language master programs with sounds of blends. Provide cue picture to assist sound symbol relationship.</p>	<p>Group Sound Game - Set A - (S2-4)</p> <p>Group Sounding Game - Set A (S2-4)</p> <p>Auditory Discrimination Game - Set 2 (S1-3)</p> <p>Developing the Listening Skills (S1-4)</p> <p>Auditory Discrimination Game - Set 1 (S1-3)</p> <p>Rhyming Kittens (S1-2)</p> <p>Phonics Workbook - Book B (C1, 2, 3)</p> <p>Phonics Workbook - Book A, B, C (C1-4)</p> <p>Phonics Workbook - Level A, B, C (C1-4)</p> <p>Instructional Packs - Blends (S2-4)</p> <p>Webster Word Wheels (S-4)</p> <p>Word Blends (S2-4)</p>

READING
A: Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Points to pictures which represent specific two letter blends.</p> <p>Reads words containing two letter blends.</p> <p>Produces sound for digraphs: ch, sh, th, wh.</p> <p>Points to pictures which represent digraphs.</p> <p>Reads words containing digraphs.</p> <p>Produces sound for three letter blends: spr, str, scr, squ, thr.</p> <p>Points to pictures which represent three letter blends.</p> <p>Reads words containing three letter blends.</p> <p>Produces sound for diphthongs: ow (show, cow) oi, oy, ou (out, could dough, through) ew (new) aw (saw).</p>	<p>Use magazines, etc., for pictures depicting specific blends.</p> <p>Use word wheels or flip cards to drill reading of words containing blends.</p> <p>Provide lists of words containing each of the sounds; demonstrate to the student the different sounds these letter combinations can make. Have the student imitate these sounds. Use language master and cards with words containing these diphthongs.</p>	<p>Tactile Learning Cards (S2-4) Group Sounding Game - Set E (S2-4) Phonics Workbook - Books A-D (C1-4)</p> <p>Group Sounding Game - Set F (S2-4) Tactile Learning Cards (S2-4) Sort and Sound Vowel Digraph Cards (S1-3) Phonics Workbook - Books A-D (C1-4)</p> <p>Group Sounding Game - Set E (S2-4) Phonics Workbook - Books A-D (C1-4)</p> <p>Phonics Workbook - Book B (C1-2-3)</p>

READING

A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Reads words containing diphthongs.</p> <p>Produces sound for vowel digraphs: oy, oo.</p> <p>Reads words containing vowel digraphs.</p> <p>Names little words in big words, e.g. seat.</p> <p>Produces two sounds of c and g, e.g. c k and s g g and j.</p> <p>Says sounds of c and g in pronounced words.</p> <p>Reads words containing two sounds of c and g.</p> <p>Reads words containing possessive: 's, s'.</p>	<p>Play "Ladder" game: have student create word ladders by reading words containing diphthongs and arranging them in slots on a ladder.</p> <p>Place word cards containing vowel digraphs on ledge: have students take all the words they can pronounce correctly.</p> <p>Make lists of words. Draw student's attention to little words contained within larger words.</p> <p>Play game: have students compete to find number of little words.</p> <p>Make word lists containing words with these sounds demonstrate the two sounds these letters can make to the students.</p> <p>Make word cards with words containing two sounds of candy, c and g.</p> <p>Discuss meaning of possessive form, e.g. belongs to.</p>	<p>Auto Phonics (S2-4)</p> <p>Check and Double Check - Levels 2 & 3 (S2-4) Phonics Workbook - Book D (C3-4)</p> <p>Listening Skills Program - Easy Ears (S1-3) Phonics Workbook - Levels B, C, D (C-2-3-4)</p> <p>Phonics Workbook - Level D (C3-4)</p>

READING
A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Applies use of possessive: 's, s'.</p> <p>Says the compound word when shown two parts.</p> <p>Points to the two individual words when presented compound words.</p> <p>Names suffixes (ly, er, est).</p> <p>Reads words containing suffixes.</p> <p>Names prefixes (un, re).</p> <p>Reads words containing prefixes.</p> <p>Read words which contain the contractions: n't, 'll, 're, 's, 'd, 'm, 've in and out of context.</p>	<p>Illustrate use of possessive form, e.g. Bill's bike. Make word lists using possessives, e.g. Ben's house, Mary's dress.</p> <p>Have students do exercises using possessive: 's, s'.</p> <p>Discuss purpose of compound words - two words combine to create a new word. Illustrate combining of words to form a new word.</p> <p>Discuss meaning and purpose of suffixes (ly, er, est). Illustrate adding of suffixes to words. Point to suffixes in words and have children name them. Make charts or individual student word files. Use flash cards with words containing suffixes.</p> <p>Make cards with contractions and the words for which they stand. Have students match the two or they may play a card game. Make sentence cards which contain contractions.</p>	<p>Phonics Workbook - Book D (C3-4)</p> <p>Schoolhouse Kit - Word Attack Skills (C1-4) Instructional Pack - Compounds (S2-4) Check and Double Check - Level 3 (S2-4)</p> <p>Instructional Pack - Suffixes (S3-4) Webster Word Wheels (S3-4) Phonics Workbook - Book B, C, D (C3-4)</p> <p>Instructional Pack - Prefixes (S3-4) Webster Word Wheels (S3-4) Phonics Workbook - Level B, C, D (C3-4)</p> <p>Phonics Workbook - Level B, C, D (C2-4) The Schoolhouse (S2-4)</p>

READING
A. Word Analysis Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies the similarities of sound between x and cks.</p> <p>Reads words ending in x as ks.</p> <p>Names silent letters in: kn, gn, wr.</p> <p>Reads correctly words containing silent letters.</p> <p>Reads words containing double letters, e.g. kitten.</p> <p>Says the number of syllables in a pronounced word.</p> <p>Identifies the syllables in words.</p> <p>Writes words in alphabetical order using first and second letter.</p>	<p>Demonstrate similarity of sounds in words, e.g. box-blocks.</p> <p>Use language master and cards with words ending in x. Use flash cards with words ending in x.</p> <p>Discuss occurrence of silent letters in letter combinations: kn, gn, wr. Have students do exercises where silent letters are to be crossed out. Construct a mobile with words containing silent letters; have students read the words.</p> <p>Demonstrate number of syllables in a word by clapping; have student imitate action. Say words to students; have them tell number of syllables.</p> <p>Have student match a word with each letter of the alphabet. Illustrate the sequencing of words in relation to the alphabet.</p>	<p>Phonics Workbook - Level B, C, D (C3-4) Auto Phonics (S3-4)</p> <p>Check and Double Check - Level 3 & 4 (S2-4)</p> <p>Phonics Workbook - Level B (C2-3) The Learning Skill Series: Language Arts (C2-4) Basic Skills on the Job (S3-4)</p>

READING
B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Engages in meaningful conversation.</p> <p>Asks the teacher for help when needed.</p> <p>Demonstrates interest in books and other printed material.</p> <p>Associates meaning with the printed page.</p> <p>Answers and ask questions about simple stories.</p> <p>Places pictures in a particular picture.</p> <p>Tells events in logical sequence.</p> <p>Demonstrates ability to handle a book correctly.</p>	<p>Make a classroom library with books and magazines of various levels. Take students on field trip to library, book stores, etc.</p> <p>Have student identify own name in print. Label objects in classroom. Take field trip to local store to view labels on various foods, etc.</p> <p>Have a question and answer time after a story is told by teacher, or heard on a record.</p> <p>Cut out a comic strip into sections and have students place in proper sequence. Use commercial sequence pictures.</p> <p>Read a story and have students tell the order in which things or events occurred. Prepare listening tapes with events in sequence; make corresponding worksheets with questions based on the tapes.</p> <p>Demonstrate how to turn pages carefully and hold a book properly.</p>	<p>First Pictures (S1-2)</p> <p>Scene Sequence Cards (S1-4) Picture Sequence Cards (S1-2) Photographic Sequence (S3-4) Serial Sequencing Cards (S1-4)</p> <p>Sequential Thinking - Concept Cards (S1-4) Set 1, 2, 3 Story Sequence (S1-2-3) Independent - Living Sequential Cards (S3-4)</p> <p>Consumer Sequential Cards (S3-4)</p>

READING

B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Follows in books from front to back, from left hand page to right hand page.</p> <p>Follows usual text progression from left to right, and from top to bottom.</p> <p>Reads labels on familiar objects, e.g. cereal box.</p> <p>States main idea of a simple story read by the teacher.</p> <p>Uses picture clues to answer questions about stories read orally.</p> <p>Sees a picture and tells its story.</p>	<p>When reading books to students point out the direction in which the print is read.</p> <p>Prepare a set of pictures in which direction is clearly indicated. Direct students to find something in the picture that is at the top, at the bottom, going from left to right.</p> <p>Take field trip to local store.</p> <p>Ask questions:</p> <ul style="list-style-type: none"> - "What is happening?" - "What has happened?" - "What do you think will happen next?" - "Have you ever seen anything like this happen?" - "Why is this person doing this?" - "What does the picture tell you?" 	<p>Favorite Nursery Rhymes (S1-2)</p> <p>The Learning Skills Series: Language Arts (C2-4)</p> <p>Create a Story (S1-2) Self-Told Tales (S1-4) What's Happening (S3-4)</p>

READING

B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Sees a sequence of pictures and tells the story.</p> <p>Tells main ideas, names of characters and major details from stories read by the teacher.</p> <p>Demonstrates increased sight vocabulary through using configuration clues and context clues.</p> <p>Reads easy book independently.</p> <p>Follows printed directions correctly to complete an assignment.</p>	<p>Draw box shape to fit shape of word. Have student look to see if there are other words with the same shape. Example: look.</p> <p>When a student sees a new word which he does not recognize, encourage him to read the entire sentence and then come back to the word. Introduce the new words in sentences that give the meaning of the words.</p> <p>Set up classroom library (low vocabulary - high interest).</p> <p>Take field trip to library.</p> <p>Make a chart on common directions with examples:</p> <ul style="list-style-type: none"> - underline - make a box - circle around - fill in the - draw blank - color. <p>Have students follow a recipe.</p>	<p>Scene Sequence Cards (S1-4)</p> <p>Create a Story (S1-2)</p> <p>Photographic Sequences (S3-4)</p> <p>A Nelephant Named Godfrey (S1-2-3)</p> <p>Word Configuration (S-3)</p> <p>We Study Word Shapes (S2-4)</p> <p>MacDonald Starters (S1-4)</p> <p>Pacemaker Vocational Readers (S1-4)</p> <p>Funtime Books (S1-4)</p> <p>Following Directions (S2-4)</p> <p>The Learning Skills Series: Language Arts (C2-4)</p> <p>Funtime Books (S1-4)</p> <p>Basic Skills in Following Directions (S3-4)</p>

READING

B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States main ideas, names of characters and major details from stories read orally or silently.</p> <p>Reads for specific information.</p> <p>Relates situations encountered in reading to personal experiences through discussion.</p> <p>Uses table of contents, page number, and titles.</p> <p>Uses other library facilities both in the school library and public library, e.g. card catalogues.</p> <p>Does work-type material independently.</p>	<p>Make a list of questions with the five "w's" in mind.</p> <p>Have student make model car or airplane by following instructions.</p> <p>Use table of contents of the book the students are using as the basis for questions, e.g. "On which page do you find the story about ...?".</p> <p>Take field trip to a library. Show three different sections of card catalogues: Author - Title - Subject. Use resource person (librarian).</p>	<p>Comprehension: Main Ideas (S2-4) Developing Comprehension in Reading (S2-4) Pacemaker Vocational Readers - (S1-4) Schoolhouse: Comprehension (C2-4) Pattern</p> <p>Reading a Newspaper, Reading Schedules (S3-4) Janus</p> <p>Real Experiences - Language in Everyday Use - Book 1 & 2 (S3-4)</p>

READING
B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Tells anticipated ending of stories and/or infers action.</p> <p>Formulates a question about material read.</p> <p>Reads a simple map and answers questions correctly.</p> <p>Reads a simple chart and answers questions correctly.</p> <p>Demonstrates ability to dramatize stories read.</p> <p>Illustrates stories read.</p> <p>Uses different kinds of reading materials: those for pleasure and those for information.</p>	<p>Have students read paragraphs and underline the phrase or word that finishes it.</p> <p>Draw a simple map of the school layout. Take students for a walk around the school. Then have students answer questions about the map of the school.</p> <p>Use television guide. Have students locate a program that he would like to see and tell what time it is on and on what channel they would see it.</p> <p>Use puppets to dramatize actions in the stories.</p> <p>Have student draw pictures about stories that have been read.</p> <p>Provide pleasure and reference reading materials in the class:</p> <ul style="list-style-type: none"> - newspapers - children's magazines (Jack & Jill, Humpty Dumpty) - encyclopedias and dictionaries - maps and atlases - high interest and low vocabulary books. 	<p>What's Happening (S3-4) Inferential Thinking (S1-2) Levels K-1. Reading Skills. Drawing Conclusions (S1-4) Why - Because (S1-4)</p> <p>Search and Research - Set B (S1-4) The Learning Skills Series: Language Arts (C2-4) How to Read A Map (S3-4) Getting Around Cities and Towns (S3-4) Janus</p> <p>Reading for Survival (S3-4) The Learning Skills Series (C2-4)</p> <p>Forms in Your Life (S3-4) Kids Like Us (S3-4) Finding a Good Used Car (S3-4) Janus, Survival Reading Task Cards (S3-4) Reading for Survival (S3-4) Using the Want Ads (S3-4) Janus</p>

READING

B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Finds main idea in a story or paragraph.</p> <p>Organizes events in proper sequence.</p> <p>Predicts outcomes from material read.</p> <p>Uses the index to find specific information.</p> <p>Skims to locate specific information.</p>	<p>Duplicate paragraphs. Have students either find or draw pictures to illustrate them. Have pictures pasted on cards which the students can use for this activity. Have student summarize the paragraph he has read by choosing a suitable picture.</p> <p>Cut story into paragraphs. Paste the paragraphs on cardboard and code so that the students may correct their work with a key. Have students read the paragraphs and place them in proper sequence.</p> <p>Paste short stories on cardboard sheets. Place conclusions of these stories on another card. Have students read the stories and the conclusions and then match the stories with the endings.</p> <p>List words from the reader's index on the chalkboard. Have students find each word in the index and write the number of the page on which information about each subject is found.</p> <p>Have student reread a story to answer specific questions.</p>	<p>Main Ideas and Details - Levels - K-1 (S1-2) Working With Facts and Details (S2-4)</p> <p>A Nelephant Named Godfrey (S1-2-3)</p> <p>Organizing Information (S2-4) Serial Sequencing Cards (S1-4)</p> <p>Increasing Comprehension (S2-4)</p> <p>Using References (S3-4)</p> <p>Increasing Comprehension (S3-4) Working With Facts and Details (S2-4)</p>

READING

B. Comprehension Development

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Extends ability to use printed material for information:</p> <ul style="list-style-type: none"> - finds specific information - interprets descriptive words and phrases - selects facts to remember - selects facts to support main idea - uses study guides, charts, outlines - uses classified ads and yellow pages. <p>Identifies the author's purpose.</p> <p>Locates: title, author, title page, illustrations, publisher, year, index.</p> <p>Uses reference materials to answer questions:</p> <ul style="list-style-type: none"> - encyclopedia - atlas and maps - magazines and newspapers - occupational information and pamphlets. 	<p>Have students look in reference books for the answers to questions written on the board or given them in duplicated form.</p> <p>Give students a list of the different cities to visit on an imaginary trip. Have students find information about topics in the outline given below:</p> <ul style="list-style-type: none"> - things to see - things to do - places to stay - distance from home - means of travel, cost, time, etc. - foods to eat. <p>After reading a selection, have student determine whether the author is writing to entertain or inform, and tell what message the author is giving.</p> <p>Have students locate title, author's name, illustrator, publisher and year on cover or title page.</p> <p>Ask questions similar to the example given below: e.g. "Where in the encyclopedia would you find information about wild horses?" Give the volume and page number.</p>	<p>Search and Research</p> <ul style="list-style-type: none"> - Set A (S1-4) Working With Facts and Details (S3-4) Learning Skills Series (C2-4) My Job Application File (S3-4) Janus Janus Job Interview Guide (S3-4) Janus Job Planner (S3-4) <p>Increasing Comprehension (S2-4)</p> <p>Library Skills for Primary Grades (S2-4)</p> <p>Search and Research</p> <ul style="list-style-type: none"> - Set B (S1-4) Uses References (S3-4) The Learning Skills Series (C2-4) Basic Skills on the Job (S-3)

B. Comprehension Development

The student:

Utilize the national weather forecast which appears daily in newspapers:

- ask students to tell season and give reasons
- locate all cities within certain temperature range.

Using the Want Ads
(S3-4) Janus
People Working Today
Series (S3-4) Janus

Interprets line graphs to answer questions.

Give students a list of mimeographed questions which ask about line graph information. Have students locate information and answer.

Interprets bar graphs to answer questions.

Make a simple bar graph about: e.g., number of boys and girls in each grade in the school, outside temperature on each day of the week. Have students answer questions orally or in written form.

Basic Skills for Everyone (S3-4)

VOCABULARY DEVELOPMENT
A. Word Recognition

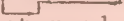
OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Demonstrates interest in words and symbols.</p> <p>Recognizes own name in print.</p> <p>Names upper case letters.</p> <p>Names lower case letters.</p> <p>Matches upper case and lower case letters.</p> <p>Matches words with both upper and lower case letters at beginning.</p>	<p>When the students are lining up print their names in groups of five on the blackboard. Read aloud each name as it is printed. Direct the class to line up in the same order as the names appear on the board. Then ask each student to point to his name in the list and read it.</p> <p>Place letter cards on the seats of chairs arranged in a large circle. Have students march around the chairs in time to music until the music stops. Have student name the letter on the seat of the chair next to where he stopped.</p> <p>Provide the student with the upper and lower case forms of each letter. Ask the student to sort the letters out, matching each lower case letter with its upper case mate.</p>	<p><u>Codes</u></p> <p>C - Core Materials S - Supplementary Materials</p> <p>Level 1 Level 2 Level 3 Level 4</p> <p>Kinesthetic Alphabet (S1-3) Touch Type - Set 1 (S1-3)</p> <p>Match Upper and Lower Case Letter (S1-3) Kinesthetic Alphabet (S1-3)</p>

VOCABULARY DEVELOPMENT
A. Word Recognition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Places letters of the alphabet in sequential order.</p> <p>Reads various context words found in preprimers, and primers.</p> <p>Reads 220 Dolch Basic Sight Words.</p> <p>Reads: function words direction words action words career words color words metric words curriculum words number words (see Appendix).</p>	<p>Play alphabet hopscotch. Make hopscotch figure with the letters of the alphabet printed in the squares. Have the student say the name of the letter as he hops into the square, hopping in correct sequence. If the student misses, have him write his name in that square and wait his turn.</p> <p>Make cards with the color on one side and the name on the other. Cut shoe laces in two and half a shoe lace is connected to each color. Punch a hole beside the color name. Have student connect the color and its name with the shoe lace.</p> <p>Use similar activities for the other words.</p>	<p>Kinesthetic Alphabet (S1-3) Serial Sequencing Cards (S1-4)</p> <p>Structural Reading (S1-4)</p> <p>The Dolch Basic Reading Series (S1-4) Group Size Popper Words (S1-4)</p> <p>Learning Basic Skills Through Music (S1-4) I Can Make It On My Own (S3-4) Sight Words for the Seventies (C1-4) Survival Signs (S1-4) Training for Independence Recognition of Functional Words (S1-4) Clothing Language, Drugstore Language, Entertainment Language, Job Application Language, Restaurant Language, Supermarket Language (S3-4) Janus</p>

VOCABULARY DEVELOPMENT

A. Word Recognition

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and reads new words using context clues.</p> <p>Identifies and reads new words using configuration clues.</p> <p>Uses language rhymes: poetry, songs.</p>	<p>Read a short sentence, a phrase, or a word to the students. Display the word or words. Show two pictures. Ask students to choose the correct picture for the word or phrase.</p> <p>Write sentences on the blackboard leaving a blank for the new word. Draw the shape of the word in the blank, e.g. Mary baked the cake in a . Have student read. Make rhyming crosswords.</p>	<p>Vocabulary Building Exercises for the Young Adult (S3-4)</p> <p>Instructional Aid Kits - Riddle, Riddle, Rhyme Time (S1-3) Learning Center - Poetry Potpourri (S2-4)</p>

VOCABULARY DEVELOPMENT
B. Word Meaning

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Listens to and acts out a one-step oral direction.</p> <p>Listens to and acts out a two-step oral direction.</p> <p>Expresses a need, a want or a desire to teacher and peers.</p> <p>Identifies items which represent simple classification such as: animals, fruits, toys, vegetables, clothing.</p> <p>Demonstrates understanding of place words, quantitative words, descriptive words.</p> <p>Recognizes that printed words represent spoken words.</p> <p>Recognizes and uses a picture dictionary.</p> <p>Uses a dictionary to locate a specific word.</p> <p>States the meaning of basic words common to reading experiences at preprimer, primer and grade one level.</p>	<p>Make chart of words. Have students cross out the words that do not belong to the stated category.</p> <p>Write a number on the blackboard. Have the student draw a number of objects that the number indicates.</p> <p>Have students make their own picture dictionary from familiar sight words.</p>	<p>Spatial Relationships Concept Cards (S1-2)</p> <p>Words to Use - A Primary Thesaurus (S1-4) Classification of Objects - Concept Cards (S1-3) Classification - Set 1 (S1-3)</p> <p>Learning Basic Skills Through Music (S1-2) Spatial Relationship - Concept Cards (S1-4)</p> <p>Search and Research Set A (S1-4) The Courtis-Watters Illustrated Golden Dictionary (S3-4) How to Use The Dictionary (S3-4)</p> <p>Structural Reading (S1-3)</p>

VOCABULARY DEVELOPMENT
B. Word Meaning

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>States multiple meanings of words, e.g. race.</p> <p>States a synonym for the word presented, e.g. happy - glad.</p> <p>States the opposite for the word presented, e.g. happy - sad.</p> <p>States different meanings for homonyms, e.g. bear, bare.</p> <p>States meaning of and uses in context: function words direction words action words career words color words metric words curriculum words (see Appendix).</p> <p>States meaning of words from context.</p> <p>Uses new words in sentences to show meaning.</p> <p>Applies punctuation in reading.</p>	<p>Make posters showing the various meanings.</p> <p>Read sentences where one of the words is underlined. Have student state a word that means the opposite.</p> <p>Have student color and label pictures of parents and school personnel. Have student follow directions using directional or size words. Have student identify colors in clothing of children.</p> <p>Discuss the use of punctuation.</p>	<p>Homograph Poster Cards (S1-3) Verbs, Verbs, Verbs (S1-3)</p> <p>In Other Words (S1-3) Listening Skills Program - Earpower, Unit II (C3-4)</p> <p>Opposite - Concept Cards (S1-4) Press and Check Bingo Games - Homonyms, Synonyms & Antonyms (S2-4) Phonics Workbook - Book B, C, D (C2-4)</p> <p>Learning Basic Skills Through Music (S1-2) Metrics for Beginners (S1-4) Instructo Curriculum Materials Survival Signs (S1-4) The Touch Type - Set 2 (S1-4) Sight Words for the Seventies (C1-4) Road Signs of the Times (S1-4)</p> <p>Listening Skills Program - Earpower, Unit II (C3-4) Crossword Puzzles - Starter Book 1 & 2 (S1-4)</p>

VOCABULARY DEVELOPMENT
B. Word Meaning

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The Student:</p> <p>Defines words read in context.</p> <p>Associates words and feelings.</p> <p>Uses formal and informal language.</p>	<p>Have student illustrate feelings by pictures.</p> <p>Develop and extend vocabulary by free group discussion. Have science exhibits etc., in the classroom and discuss with the students. Have student identify self giving full name, address and phone number. Dramatize courteous behavior in answering the door.</p>	<p>Understanding Our Feelings Study Prints (S1-3)</p> <p>See How You Feel (S1-3)</p>

PRE-SPELLING

A. Language and Thinking Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Expresses self spontaneously giving name, age, address, school's name, teacher's name, classmates' names and date.</p> <p>Pronounces words correctly.</p> <p>Demonstrates enjoyment while listening to stories and rhymes.</p> <p>Discusses trips, films, experiments, displays and pictures.</p>	<p>Play game in which student must remember his name, age, address, e.g. pretend student is lost and must give information to policeman or block parent.</p> <p>Have student pronounce words after hearing a model on Language Master Cards.</p> <p>Establish a listening centre. Schedule a specific listening time during each day for students.</p> <p>Have students discuss field trips, films and pictures; ask questions such as:</p> <ul style="list-style-type: none"> - "What happened?" - "Have you ever seen anything like this before?" - "Why is this person doing this?" - "What does the picture tell you?" 	<p><u>Codes</u></p> <p>C - Core Materials S - Supplementary Material</p> <p>Level 1 Level 2 Level 3 Level 4</p> <p>Peabody Language Kits Levels P 1-2 (C 1-2)</p> <p>Basic set of Word Making Cards (S1-4) Developmental Syntax Program (C 1-4) Learning Concepts</p> <p>Record Books (S1-4) Tell Again Story Cards (S1-2)</p> <p>Instructo Study Prints (S1-4)</p>

PRE-SPELLING

A. Language and Thinking Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Relates experiences and retells stories in proper sequence.</p>	<p>Read stories and have students retell in sequential order.</p>	<p>Open-Ended Sequence Cards (S2-4) Sequence Picture Cards - Level 1: Sets 1-2-3 (S1-2) Level 2: Sets 1-2-3 (S3-4)</p>
<p>Describes and classifies objects, pictures, animals and people.</p>	<p>Have students play the game, "Animal, vegetable or mineral". Make a bulletin board display.</p>	<p>Peabody Language Kits (C1-3) Classification by Use (S1-3) Categories Varied (S1-3)</p>
<p>Participates in puppetry and dramatizations.</p>	<p>Have students put on simple puppet dramatizations with role-playing involving introductions and telephone conversations.</p>	<p>Peabody Language Kits (C1-3) Book - Create a Story Series (S1-2)</p>
<p>Participates in group dictation in the development of "language experience" charts.</p>	<p>Have students begin with meaningful phrases and sentences about field trips taken, films viewed and pictures viewed.</p>	<p>Tell Again Story Cards (S1-3)</p>
<p>Demonstrates knowledge of the relationship between oral and written expression when the teacher records stories, plans, news items and other events.</p>	<p>Chart stories about current events, plans for field trips, stories that have been read, etc.</p>	<p>Tell-A-Tale Cards Set 1 and Set 2 (S1-2-3-4)</p>

PRE-SPELLING
B. Perceptual Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Auditory</u></p> <p>The student:</p> <p>Identifies rhyming words, e.g. stay, day.</p> <p>Identifies and says words that rhyme when given in a series of three words.</p> <p>Recognizes words that begin alike, e.g. cat, candy.</p> <p>Identifies beginning consonants when words are presented orally.</p> <p>Identifies the number of syllables in the spoken word.</p> <p>Recognizes differences in words (<u>bad</u>, <u>bed</u>) when stated.</p> <p>Discriminates beginning, ending and medial sounds e.g. pig, trap, grapes.</p>	<p>Have student point to a rhyming word on a picture chart when the teacher says it.</p> <p>Have student identify which two words rhyme when given a series of three.</p> <p>Identify a student and say a word to which he must respond with a word beginning with the same sound. If he answers correctly, toss a ball to him and have him select someone else to challenge.</p> <p>Make a grid on the floor containing consonants to be studies. Have student jump in or throw a beanbag on the square containing the consonant which begins the word stated by the teacher.</p> <p>Have students clap their hands - one clap for each syllable in the word.</p> <p>Have student point to prepared chart pictures when teacher pronounces words that have minimal differences.</p> <p>Have the first student say a word; then the next student says a word that begins with the last letter of that word and so on.</p>	<p>Auditory Discrimination Game Set 1 (S1-3) Rhyming Kittens (S1-2)</p> <p>Peabody Language Kit Level 1 (C1-2) Phonics Workbook, Books A & B (C1-2-3)</p> <p>Auditory Discrimination Set 2 (S1-3)</p> <p>Consonant Sounds Program (S1-4) Schoolhouse (C1-4) Go Fish Series - Series 1 (S1-3)</p> <p>New Phonics We Use - Book C & D (C1-3)</p> <p>Group Sounding Game Set A (S2-4)</p> <p>Basic Set of Word-Making Cards (S1-3) Take (S1-3)</p>

PRE-SPELLING

B. Perceptual Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Related sounds to symbols.</p> <p>Substitutes beginning sounds to form new words (pan, ran, van, tan).</p> <p>2. Visual</p> <p>The student:</p> <p>Matches letters.</p> <p>Matches or groups words that begin alike.</p> <p>Recognizes that words are made up of letters in a left-to-right sequence.</p> <p>Identifies some of the most frequently used words on lists and charts.</p>	<p>Make a target in which beginning sounds are printed in the squares or circles. Have student throw a rubber dart and pronounce the beginning sound that he hits.</p> <p>Make word wheels.</p> <p>Have student pick out letters which are identical from a box of felt or plastic letter shapes.</p> <p>Make flash cards with words that begin alike. Have student match cards with words that have the same beginning sound.</p> <p>Have student make up words with felt letters on felt board, making sure that a left-to-right sequence is used by the student.</p> <p>Label objects in classroom to promote visual association of words with objects.</p>	<p>Word Family Fun (S1-2)</p> <p>Sight Words for the Seventies (S1-4) Dolch Word Lists The Essential Spelling List (S1-4) Spill and Spell (S1-4)</p>

PRE-SPELLING
C. Visual Motor Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Names and prints the letters of the alphabet correctly.</p> <p>Copies words correctly.</p> <p>Prints own name and a few simple words from memory.</p>	<p>See Handwriting section.</p>	



SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Consonant Sounds</u></p> <p>The student:</p> <p>Says and writes key consonants: b, c, d, f, g, h, j, k, l, m, p, r, s, t, v, w, y, z.</p>	<p>Display several pictures that start with the letter being taught. Have the names printed above the pictures. Discuss the pictures and words. Elicit the response that the particular letter can represent a sound. Have students suggest other words that begin with the letter. Encourage students to look through books and magazines for pictures or words beginning with the letter. As students become more proficient at recognizing the initial position, have them go on to words that have the letters in the medial and final positions.</p>	<p><u>Codes</u></p> <p>C - Core Material S - Supplementary Material</p> <p>Level 1 Level 2 Level 3 Level 4</p> <p>New Phonics We Use - Readiness Book A (C1-2) Phonics Workbook Series - Level A (C1-2) Schoolhouse - Word Attack Skills Kit (C1-4) Phonics is Fun - Level 1 (C1-2) Check and Double Check Readiness, Level 1 (C1-2) Auto Phonics - Phonetic Alphabet Autophonics (C1-4) Beginning to Read, Write and Listen (S1-2) Auditory Discrimination Game - Set 2 & 3 (S1-3) Instructional Aid Kit - Time for Sounds - Initial Consonants (S1-2) Basic Set of Word Making Cards (S1-4)</p>

SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Writes words that follow the CVC pattern (consonant vowel - consonant), e.g. can, dog.</p> <p>Says sound for two letter blends - bl, pl, sl, fl, gl, cl, br, tr, gr, dr, fr, cr, sn, sp.</p> <p>Points to pictures that represent two letter blends.</p> <p>Reads words that have two letter blends.</p> <p>Writes words that have two letter blends when words are said aloud.</p> <p>Says sound for three letter blends: spr, str, thr, spl.</p> <p>Points to pictures that represent three letter blends.</p> <p>Reads words that have three letter blends.</p> <p>Writes words that have three letter blends when words are said aloud.</p> <p>Says sounds for digraphs: sh, ch, ng, nk, wh, th (voiced and unvoiced).</p>	<p>Have students say, point, read and write the words.</p> <p>Construct chart illustrating blend words. Have students match pictures to blends, then use blends in sentences.</p> <p>On the board write several consonant blends or digraphs. Write one phonogram on the board: act, op, ow, unk. Have students form as many words as they can by uniting consonant blends or digraphs with the phonogram.</p>	<p>The Essential Spelling List (S1-4)</p> <p>Spill and Spell (S1-4)</p> <p>Consonant Vowel Blend Matching Cards (S1-2)</p> <p>Build It-Decks 1-4 (S1-4)</p> <p>*New Phonics We Use - Book A, B, C (C1-3)</p> <p>*Phonics Workbook Series - Book A & B (C1-3)</p> <p>*Schoolhouse - Word Attack Skills Kit (C1-4)</p> <p>*Phonics is Fun - Level 1 & 2 (C1-3)</p> <p>*Check and Double Check - Level 1 & 2 (C1-3)</p> <p>Auto Phonics - All About Consonants (C1-4)</p> <p>*Instructional Aid Packs - Digraphs and Final Blends (S1-4)</p> <p>Phonic Picture Crosswords (S1-4)</p> <p>*Refer to Materials above.</p> <p>Listening Skills Program - Easy Ears - Unit 1 (S1-3)</p>

SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Points to pictures that represent digraphs: sh, ch, ng, nk, wh, th (voiced and unvoiced).</p> <p>Reads words that have these digraphs.</p> <p>Writes words that have these digraphs when words are said aloud.</p> <p>Identifies and says words containing variants: x, ck, c, k, s.</p> <p>Writes words containing variants: x, ck, c, k, s when words are said aloud.</p> <p>Identifies and says words that have a silent l.</p> <p>Writes words that have a silent l when words are said aloud.</p> <p>Identifies and says words that contain silent: gh, t, w, b, k.</p> <p>Writes words that contain silent: gh, t, w, b, k, when words are said aloud.</p> <p>Says sound for digraph gh (f sound - e.g. laugh).</p> <p>Points to pictures that represent digraph gh.</p> <p>Reads words that have digraph gh.</p>	<p>Have student make a list with the variants and the words.</p> <p>Draw pictures of words containing the digraph gh. Have students write the words under the picture.</p> <p>List words that contain the digraph gh. Have students circle the digraph in the word.</p>	<p>*New Phonics We use - Book C & D (C1-3)</p> <p>*Schoolhouse Word Attack Skills Kit (C1-4)</p> <p>*Phonic Workbook - Level B & C (C1-3)</p> <p>*Phonics is Fun - Level 2 & 3 (C1-3)</p> <p>*Check and Double Check - Level 4 (C3-4)</p> <p>*Auto Phonics - Game 4 (C1-4)</p> <p>*Refer to materials above.</p>

SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Writes words that have digraph gh when words are said aloud.</p> <p>Identifies and says words that contain hard and soft c and g.</p> <p>Writes words that contain hard and soft c and g when words are said aloud.</p> <p>Identifies and says words that contain the ph spelling of f.</p> <p>Writes words that contain the ph spelling of f.</p> <p>Identifies and says words that contain the ch spelling of k.</p> <p>Writes words that contain the ch spelling of k.</p> <p>Identifies and says words that contain the g spelling of g and j sound, e.g. frog, bridge.</p> <p>Writes words that contain the g spelling of g and j sound.</p> <p>Identifies and says words that contain silent w.</p> <p>Writes words that contain silent w.</p>	<p>Have two columns on the board labelled hard and soft. Have students place words or pictures in appropriate columns.</p> <p>Make a list of these words.</p> <p>Explain rule for when g has the "j sound". Give students a list of words. Have them categorize them according to whether the g has g sound or j sound.</p> <p>Write sentences that contain words that have silent letters. Have students find the words that contain the silent letter and have them cross out the silent letter.</p>	<p>Listening Skills Program - Easy Ears - Unit 1 (S1-3).</p> <p>Phonics Workbook - Level D (C3-4).</p> <p>Check and Double Check - Level 2 (2-4).</p> <p>Phonics Workbook - Level D (C3-4).</p> <p>Phonics Workbook - Level D (C3-4).</p> <p>Check and Double Check - Level 2 (C2-4).</p> <p>Auto Phonics - Game 4 (C1-4).</p> <p>Phonics Workbooks - Level D (C3-4)</p>

SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Identifies and says words that contain the silent t.</p> <p>Writes words that contain silent t.</p> <p>Identifies and says words that contain silent s.</p> <p>Writes words that contain silent s.</p> <p>2. <u>Vowel Sounds</u></p> <p>The student:</p> <p>Says and writes short vowels: a, e, i, o, u.</p> <p>Writes and says one syllable words in the consonant - vowel - consonant pattern having the same medial vowel when words are said aloud.</p> <p>Says and writes the short vowel when words are said aloud (initial and medial).</p>	<p>Write words with the silent letter missing. Have students put in the missing silent letter.</p> <p>Have students:</p> <ul style="list-style-type: none"> - list pictures and words under correct vowel sound - make word wheels that use these sounds - use language master cards to drill sounds. 	<p>Check and Double Check - Level 4 (C3-4).</p> <p>Phonic Workbook - Level A & B (C1-2). New Phonics We Use - Book A & B (C1-2). Schoolhouse - Word Attack Skills Kit (C1-4). Phonics is Fun - Level (C1-2). Auto Phonics - Vowel Review (C1-3). Consonant Vowel Blend Matching Cards (S1-3). Spill and Spell (S1-4). The Essential Spelling List (S1-4). Check and Double Check - Level 1 (C1-3).</p>

SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Says and writes long vowel words with a single long vowel when words are said aloud.</p> <p>Says and writes long vowel words with two vowels together when words are said aloud.</p> <p>Says and writes long vowel words with a final e when words are said aloud.</p> <p>Says sound for diphthongs: oy, ow, ou, oi.</p> <p>Points to pictures that represent the diphthongs.</p> <p>Reads words that have these diphthongs.</p> <p>Writes words that have these diphthongs when they are said aloud.</p> <p>Says sound for digraphs: ay, oo, ee, ea, aw.</p> <p>Points to pictures that represent the digraphs.</p> <p>Reads words that have these digraphs.</p> <p>Writes words that have these digraphs when they are said aloud.</p>	<p>Play card game (like gin rummy) using long vowel pictures or words.</p> <p>Have student arrange pictures under appropriate column and write the name of the pictures.</p> <p>Have students go on digraph hunt in the classroom and write down the words.</p>	<p>Phonic Picture Crosswords 1 (S1-4).</p> <p>Auto Phonics - Vowel Digraphs and Diphthongs (C1-4).</p> <p>Auto Phonics - Vowel Digraphs and Diphthongs (C1-4). Phonics Crosswords 1 (S3-4). Learning Development Aids. Phonic Picture Crosswords 1 (S1-4). Vowel - Digraphs and Diphthongs (S1-4). Check and Double Check - Level 2 & 3 (C2-4).</p>

SPELLING

A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Says vowel sounds controlled by r: er, ar, ir, or, ur.</p> <p>Points to pictures that represent r controlled vowels.</p> <p>Reads words that have r controlled vowels.</p> <p>Writes words that contain vowels controlled by r when they are said aloud.</p> <p>Says and writes words that contain final y when words are said aloud.</p> <p>Says and writes words that have unconventional spellings:</p> <ul style="list-style-type: none"> - single vowel (told, from) - silent e (give, have) - two vowels (said, bread, canoe, does) when words are said aloud. <p>Says and writes words containing the digraphs ui, ai, au, oa, when words are said aloud.</p> <p>Says and writes words that contain the variant "le", when words are said aloud.</p>	<p>Draw pictures of words representing sounds controlled by r. Have students say the name of each picture. Then have students write the name of the picture.</p> <p>Have student record these words in his own dictionary.</p> <p>List words that contain the digraph. Have student circle the digraph in the word. Draw pictures. Have students put the digraph under the pictures where they hear the sound.</p>	<p>New Phonics We Use - Book C & D (C1-4). Vowel - 4 - Blends (S1-4). Phonics Workbooks - Level C & D (C2-4).</p> <p>New Phonics We Use - Book D, E, F, G (C3-4). The Essential Spelling List (S3-4).</p> <p>*New Phonics We Use - Book D, E, F, G (C3-4). Phonics Workbooks - Level C & D (C3-4). Phonics is Fun - Book 3 (C3-4). Remedial Reading Drills (S3-4).</p> <p>*Refer to materials above.</p>

SPELLING
A. Phonetic Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Says and writes words that contain the al sound, e.g. chalk, when words are said aloud.</p> <p>Says and writes words that contain the le sound, e.g. castle, when words are said aloud.</p> <p>Says and writes words that contain the ei sound, e.g. weigh, when words are said aloud.</p> <p>Says and writes words that contain the ie sounds, e.g. field, when words are said aloud.</p> <p>Says and writes words that contain the el sound, e.g. model, when words are said aloud.</p> <p>Says and writes words that contain the al sound, e.g. central, when words are said aloud.</p>	<p>Have students blend two-syllable words resulting from the addition of a consonant plus le to familiar patterns, e.g. bot tle, stum ble.</p>	

SPELLING

B. Structural Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>1. <u>Prefixes and Suffixes</u></p> <p>The student:</p> <p>Says and writes words that contain the prefixes: re, un, dis, in, de, when words are said aloud.</p> <p>Says and writes words that contain the prefixes: ex, pro, con, com, pre, im, when words are said aloud.</p> <p>Says and writes words that contain the suffixes: bi, tri, when words are said aloud.</p> <p>Says and writes words that contain the suffixes: er, est, ing, when words are said aloud.</p> <p>Says and writes words that require a doubling of the final consonant before adding the suffix, e.g. hopped, hopping, when words are said aloud.</p> <p>Says and writes words that require silent e to be dropped before adding suffix, e.g. coming, when words are said aloud.</p> <p>Says and writes words containing the suffixes: ly, en, ful, y, when words are said aloud.</p>	<p>Have student make new words by adding a prefix to root words, then use these words in sentences. List words containing prefixes. Have students write the root words. Have students complete sentences using words that contain prefixes.</p> <p>Have student write a story using the suffixes so that the script makes sense.</p> <p>Explain generalization for dropping silent e. Have students add endings to root words containing silent e.</p> <p>Have students match the root word with the word containing the suffix.</p>	<p>Phonics Workbooks - Levels B & D (C2-4). *Schoolhouse Word Attack Skills Kit (C2-4). Instructional Aid Packs - Prefixes (S2-4). Press and Check Bingo - Prefixes and Suffixes (S2-4).</p> <p>*Refer to above materials. Instructional Aid Packs - Suffixes (S2-4).</p> <p>Phonics Workbooks - Level D (C3-4).</p>

SPELLING

B. Structural Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Says and writes number suffixes, e.g. sixty, fourteen, when words are said aloud.</p> <p>Says and writes words containing suffixes: ness, less, tion, when words are said aloud.</p> <p>Says and writes words containing suffixes: ment, ty, let, ite, ship, when words are said aloud.</p> <p>Says and writes words containing suffixes ian, e.g. musician.</p> <p>2. <u>Verb Forms</u></p> <p>The student:</p> <p>Says and writes words in third person singular adding s or es, e.g. he runs.</p> <p>Says and writes words that require changing y to i before es and ed, e.g. flies.</p>	<p>Have student do exercises where appropriate suffix endings are written.</p> <p>Have students add appropriate suffix to root word to make sentences make sense.</p> <p>Lead students to make their own statement regarding the generalization that many words which end in y, form the plural by changing the y to i and adding es.</p>	<p>Verbs, Verbs, Verbs (S1-3). Building Sentences Step by Step (S1-3). Schoolhouse - Word Attack Skills Kit (C2-4).</p>

SPELLING

B. Structural Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>3. <u>Plurals and Possessives</u></p> <p>The student:</p> <p>Says and writes words in plural form, e.g. s and es.</p> <p>Says and writes words using possessive forms, e.g. yours, sister's.</p> <p>Says and writes words in plural form where y is changed to i before es.</p> <p>Says and writes words ending in x, ss, ch, in plural form by adding es.</p> <p>Says and writes words that change f to v before adding es.</p> <p>Says and writes possessives in the singular and plural form (nouns and pronouns).</p>	<p>Have student list words and use in sentences. Have student choose the correct form of word to complete sentences.</p> <p>Write sentences that contain possessives. Ask question "Whom did it belong to?" "Whose coat is this?" Have student read the sentence and illustrate.</p> <p>Write sentences that contain plurals. Have student underline each word that means more than one and write its root word.</p> <p>Have student complete sentences using the plural form of words that change f to v.</p> <p>Have student make a mobile.</p>	<p>Singulars and Plurals - Sets 1 & 2 (S1-2). Phonics Workbooks - Level D (C2-4). New Phonics We Use - Book C & D (C2-4). Schoolhouse Word Attack Skills Kit (C2-4). Caveman Plurals Centre (S3-4).</p>
<p>4. <u>Contractions and Abbreviations</u></p> <p>The student:</p> <p>Says and writes contractions with one letter omissions, e.g. isn't.</p>	<p>Have student substitute the appropriate contractions for the underlined words in a paragraph.</p>	<p>Press and Check Bingo - Abbreviations and Contractions (S2-4). New Phonics We Use - Book C & D (C1-3).</p>

SPELLING

B. Structural Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Says and writes contractions with more than one letter omissions, e.g. I'll.</p> <p>Writes abbreviations for days, holidays, months and proper names.</p> <p>Writes abbreviations for measures, titles and directions.</p>	<p>Print cards with contractions and the words for which they stand. Have student match them.</p> <p>Discuss holidays and draw pictures depicting them. Have student label using both proper names and contractions; list family members and names.</p> <p>Have student label pictures accordingly.</p>	<p>Refer to Functional Reading Word List (see Appendix).</p>
<p>5. <u>Compounds</u></p> <p>The student:</p> <p>Says and writes compound words.</p>	<p>Provide pictures that represent compound words; have student label them.</p>	<p>New Phonics We Use - Book C & D (C1-3). Special Kids Stuff (S2-3). Instructional Aid Pack - Compounds (S2-4).</p>
<p>6. <u>Syllabication</u></p> <p>The student:</p> <p>Says and writes two syllable words, e.g. yellow, going.</p> <p>Says and writes words that are frequently encountered in reading and spelling and cannot be taught phonetically, e.g. sight words - said, the.</p>	<p>Have a "Syllable Hunt": Have student find all the two syllable words in their spelling list.</p> <p>Have students construct individual word files.</p>	<p>New Phonics We Use - Book D & E (C3-4). Phonics Workbooks - Level D (C3-4). Sight Words for the Seventies (S1-4). IMED Crossword Puzzles (S1-4). Spill and Spell (S1-4). The Essential Spelling List (S1-4).</p>

SPELLING

B. Structural Analysis

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Says and writes three and four syllable words.</p> <p>7. <u>Location of Words</u></p> <p>The student:</p> <p>Uses picture dictionaries for locating correct spelling of words.</p> <p>Says and writes words from basic vocabulary list (see Appendix).</p> <p>Alphabetizes to three letters.</p> <p>Says and writes words from current activities, e.g. speaking and reading vocabulary in various subjects.</p> <p>Alphabetizes to four letters.</p> <p>8. <u>Extensions</u></p> <p>The student:</p> <p>Says and writes homonyms (to, too, two), antonyms (last, first) and synonyms (good, nice).</p>	<p>Make chart with column headings 3 and 4. Have students categorize words in proper columns.</p> <p>Have students make picture dictionaries for their spelling words.</p> <p>Make charts of these words and have students use them in sentences.</p> <p>Make worksheets that have a picture and corresponding homonym words; have student circle the correct word and use it in a sentence. Set up a bulletin board, depicting the words.</p>	<p>Primary Picture Dictionary (S1-2).</p> <p>Listening Skills Program - Earpower (S3-4).</p> <p>Press and Check Bingo - Homonyms (S2-4).</p> <p>Press and Check Bingo - Synonyms and Antonyms (S2-4).</p> <p>Special Kids Stuff (S1-3).</p> <p>Opposites (S1-2).</p> <p>Phonics Workbooks - Level C & D (C2-4).</p>



HANDWRITING

A. Readiness Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Points to the correct location when given directional words: top, bottom and middle.</p> <p>Names objects in a left-to-right pattern when shown a series of objects.</p> <p>Recalls a series of pictures in a left-to-right sequence when pictures are shown and then removed.</p> <p>Discriminates symbols by size relationship when shown symbols of various size and asked to point to the tall, medium size or small symbol.</p>	<p>Have student put pegs on boards at top, bottom or middle as directed. Have student point out examples of top to bottom on board, bookcase, etc.</p> <p>Have student put pegs in left-to-right pattern on peg board. Have students run their fingers along from left to right under a line of poetry or labels of pictures. Have student follow the teacher's finger movements from left to right.</p> <p>Use memory games where students look at objects and then describe which object is missing.</p>	<p><u>Codes</u></p> <p>C - Core Material S - Supplement- ary Material.</p> <p>Level 1 Level 2 Level 3 Level 4</p> <p>Ju-bo Tactilmat Pegboards (S1-2)</p> <p>Visual Memory Cards II Objects (S1-2)</p>

HANDWRITING
A. Readiness Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Holds a writing instrument in correct position when a demonstration is given.</p> <p>Draws a horizontal line when given directions and a model.</p> <p>Draws a vertical line when given directions and a model.</p> <p>Draws a backward circle (left) when given directions and a model.</p> <p>Draws parts of a circle (curve line) when given directions and a model.</p> <p>Draws a forward circle (right) when given directions and a model.</p> <p>Draws slant lines when given directions and a model.</p>	<p>Note: For left-handed student: pencil should be held lightly between thumb and index finger and rests on the middle finger approximately 2.5 cm. from point or 4 cm.</p> <p>Have students make horizontal and vertical lines in finger paint, sand box or in modeling clay.</p> <p>Have students make basic circle strokes on unlined newsprint to the chant of a simple rhyme.</p> <p>Have students make basic circle strokes on unlined newsprint to the chant of a simple rhyme.</p> <p>Have student practise slant lines on a chalkboard or trace over stencil of a slant line.</p>	<p>Dubnoff School Program 1 - Level 1-2-3 (C1-2) Perceptual Enhancement Workbooks - Eye-Motor Coordination - Spatial Relations (S1-2) Name Writing (S-1)</p>

HANDWRITING

A. Readiness Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Visually discriminates basic strokes within a letter form, when requested.</p> <p>Discriminates likenesses and differences in letter forms, e.g. m-n, b-d.</p> <p>Identifies his dominant hand.</p>	<p>Have student trace over shapes with fingers on sandpaper.</p>	<p>Pre-Handwriting Strokes Duplicating Book (S-1)</p>

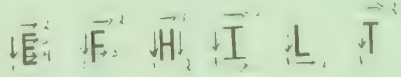
HANDWRITING
B. Manuscript Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses correct body position, paper placement, arm and hand position, and pencil position.</p> <p>Writes the straight line letters l, i, t when shown models.</p> <p>Writes the straight line letters l, i, t when the letters are given orally.</p> <p>Writes the circle letters o, c, a, e when shown models.</p>	<p>Have student sit well back in seat, both feet on the floor, eyes a reasonable distance from the paper. Have student place paper straight up-and-down for the right-handed pupil and slanted to the right for a left-handed pupil, while free arm rests on the desk on the paper.</p> <p>Ask student to make straight line letters between 2 given dots with crayons.</p> <p>Give practice in associating a picture when writing one of the letters in the alphabet. For example "l" has the sound that begins lion, leaf, lips.</p> <p>Help student visualize distinctive qualities of circle letters and help him feel motions for it.</p>	<p>Self-Adhesive Desk Tapes (S1-2). - Desk Tape Manuscript Letter Line. Kinesthetic Trace-the-Letter Cards - Capital and Lowercase (S1-2) Dubnoff Write-On Cards - Set 4 (S1-2). Alphabet Stencils (S1-2). Flocked Alphabet Wall Cards (Manuscript) (S1-2). Sequential Development Alphabet Cards (S1-2).</p>

HANDWRITING
B. Manuscript Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Writes the circle letters o, c, a, e when the letter names are given orally.</p> <p>Writes the curve line letters r, m, n, u, s when shown models.</p> <p>Writes the curve line letters r, m, n, u, s when the letter names are given orally.</p> <p>Writes the tall letters d, f, h, b when shown models.</p> <p>Writes the slant line letters v, w, k, z when shown models.</p> <p>Writes slant line letters v, w, k, x, z when the letter names are given orally.</p> <p>Writes the descender letters g, y, j, p, q when shown models.</p> <p>Writes the descender letters g, y, j, p, q when the letter names are given orally.</p>	<p>Have students begin the initial strokes of letters u, r, m and n at a 10:00 position. Begin initial stroke for s at a 2:00 position.</p> <p>If reversals of 'b' and 'd' occur isolate these letters for special attention. Have student write from a copy at his own desk rather than from memory.</p> <p>Have student practise diagonal lines between two given dots with crayons. Arrange pegs in a diagonal direction on a peg board.</p> <p>Have student check spatial organization of descending stroke.</p>	<p>Manuscript Letters and Numerals Duplicating Masters (C1-2). Hancy Alphabet (Capital Manuscript) (S1-2). Learning to Form Letters Spirit Duplicating Masters Book (S1-2). Writing Is Fun Workbook (Manuscript) (S1-2).</p> <p>Handwriting Book 1 Handwriting Book 2 (S1-2).</p>

HANDWRITING
B. Manuscript Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Writes the upper case letters A to Z when shown models.</p> <p>Writes the upper case letters A to Z when the letter names are given orally.</p> <p>Maintains correct alignment in writing words by having letters of same size equal in height.</p> <p>Writes words that have minimum, intermediate and tall letters and writes those letters in correct proportion to one another.</p> <p>Writes letters that maintain the correct vertical position to the baseline.</p> <p>Writes a sentence demonstrating evenness of spacing between letters and words.</p> <p>Writes a sentence maintaining a clear, readable line quality.</p> <p>Writes the punctuation marks . , ? ! "" , when shown models.</p>	<p>Teach in letter groupings according to shape and stroke of letter, e.g. vertical - horizontal.</p>  <p>Emphasize regular beginning and ending strokes. All letters must sit on the base line.</p> <p>Isolate problem letters and have student practise these letters alone and in words.</p> <p>Encourage student to hold paper at proper angle to the writing arm. Keep writing directly in line with eyes.</p> <p>Emphasize regular beginning and ending strokes.</p> <p>Mark original slant or words with a red pencil. Encourage self-appraisal.</p> <p>Have students practise making punctuation marks on the chalkboard.</p>	<p>Right Line Paper (C1-2).</p> <p>Right Line Chalkboard (S1-2).</p> <p>Pre-Space Primary Paper (S1-2).</p> <p>Manuscript Handwriting Spirit Masters (S1-2).</p> <p>Punctuation Pointers (S1-2-3).</p>

HANDWRITING
B. Manuscript Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Writes the punctuation marks . , ? ! "" , when shown a sentence and given punctuation mark names orally.</p> <p>Copies accurately from the chalkboard or experience chart.</p> <p>Increases speed of writing while maintaining legibility of manuscript forms.</p> <p>Demonstrates pride in accomplishments.</p> <p>Adjusts size of manuscript form proportionately to size of paper.</p> <p>Writes the numerals 1 to 10 when shown models.</p> <p>Writes the numbers 1 to 10 when given numeral names orally.</p> <p>Writes the symbols +, -, =, ÷, x when shown models.</p> <p>Writes the symbols +, =, =, ÷, x when shown a numerical equation and given symbol name orally.</p>	<p>Begin with meaningful words.</p> <p><u>Note:</u> Watch for correct position of paper and pencil. Softer lead pencil or good quality pen may eliminate too much pressure.</p> <p>Make positive comments on particular aspects, e.g. "Good handwriting". Display student's writing in classroom or showcase.</p> <p>Provide opportunity for practice. Have student analyze his own writing with a model; compare his work with previous attainment (dated samples).</p> <p>Begin to write all numerals from the top.</p> <p>Have student practise counting objects and associating with a numeral.</p>	<p>Punctuation: Periods, Questions and Exclamation Marks. Instructo Learning Centre Activities (C1-2-3).</p> <p>Hancy Numerals (S1-2).</p> <p>Math Signs (S1-2-3).</p>

HANDWRITING
C. Cursive Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses correct paper placement.</p> <p>Writes the undercurve letters i, t, e, l, u, w, r, s, b when shown models.</p> <p>Writes the undercurve letters i, t, e, l, u, w, r, s, b when the letter names are given orally.</p> <p>Writes the loop letters h, k, f, j, p when shown models.</p> <p>Writes the loop letters h, k, f, j, p when the letter names are given orally.</p> <p>Writes the downcurve letters a, d, o, c, g, q when shown models.</p> <p>Writes the downcurve letters a, d, o, c, g, q when the letter names are given orally.</p> <p>Writes the overcurve letters m, n, v, x, y, z when shown models.</p> <p>Writes the overcurve letters m, n, v, x, y, z when the letter names are given orally.</p>	<p>Have paper slanted to left for a right-handed student and slanted to right for left-handed student.</p> <p>Have student follow these steps when introducing a letter at the chalkboard:</p> <ul style="list-style-type: none"> - name the letter out loud (this is for writing and will not conflict with reading) - find letter in posted alphabet - instructor writes large letter on the blackboard - use an arrow to indicate where letter starts - instructor writes letter again giving oral detailed description on letter form - instructor points out trouble spots - student writes letter - student writes letter on paper, with lower case letters one space high from base line and upper case letters two spaces high. 	<p>Cursive Handwriting Development (Dubnoff School Program 3) (C2-3-4).</p> <p>Handwriting With Write and See Book 3 (C2-3-4).</p> <p>Alphabet Wagon Train (S2-3-4).</p> <p>Self-Adhesive Desk Tape Cursive Letter Line (S2-3-4).</p> <p>Motor Co-ordination Chalkboards (S1-2-3).</p> <p>Wipe-Clean Card Book Cursive Letters and Numerals (S2-3-4).</p> <p>Learn to Write Cards (Cursive Letters) (S2-3).</p> <p>Alphabet Practice Cards (S2-3).</p> <p>Writing Is Fun Workbook (Cursive) (S2-3-4).</p>

HANDWRITING
C. Cursive Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Writes the upper case cane-stem letters H, K, M, N, Q, U, W, X, Y, Z when shown models.</p> <p>Writes the upper case cane-stem letters H, K, M, N, Q, U, W, X, Y, Z when the letter names are given orally.</p> <p>Writes the backward oval upper case letters A, C, D, E, O when shown models.</p> <p>Writes the backward oval upper case letters A, C, D, E, O when the letter names are given orally.</p> <p>Writes the forward oval upper case letters B, P, R when shown models.</p> <p>Writes the forward oval upper case letters B, P, R when the letter names are given orally.</p> <p>Writes the double loop letters J, L when shown models.</p> <p>Writes the double loop letters J, L when the letter names are given orally.</p> <p>Writes the boat upper case letters I, F, G, S, T when shown models.</p> <p>Writes the boat upper case letters I, F, G, S, T when given the letter names orally.</p>		

HANDWRITING
C. Cursive Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Writes words by joining letters in a continuous motion (include: ov, ve, ye, ga, bo, wi, be, yo).</p> <p>Writes words maintaining correct alignment, by having letters of same size be equal in height.</p> <p>Writes words that have minimum, intermediate, and tall letters and writes those letters in the correct proportion to one another.</p> <p>Writes words that maintain an even slant, when a slant line is drawn through each letter.</p> <p>Writes a paragraph that demonstrates even spacing between letters, words and sentences.</p> <p>Writes a sentence that maintains an even, readable line quality.</p>	<p>Isolate these problem combinations and have student practise them alone and in words. Make sure these letters connect at the top, not on the line.</p> <p>Emphasize regular beginning and ending strokes.</p> <p>Have student start all lower case letters on base line. Small letters should be one line high. Tall letters should be two lines high, d and t are not as tall as other tall letters.</p> <p>Have student mark original slant with red pencil. All small letters except C and O have a straight slanting down stroke. The up stroke of the small letters are curved; the down strokes are parallel.</p> <p><u>Note:</u> Watch for proper hand, paper and body position.</p> <p>Watch for correct alignment, correct proportion and even slant with even spacing between letters and words.</p>	<p>Cursive Letter Connections Wipe-Clean Card Books (S2-3).</p> <p>Duplicating Masters - Cursive Handwriting (C3-4).</p> <p>Cursive Handwriting Spirit Masters (S2-3).</p>

HANDWRITING
C. Cursive Skills

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Writes the punctuation marks . , ? ! " " ; " ' when given an unpunctuated paragraph and told the symbol by name.</p> <p>Copies accurately from the chalkboard or experience chart.</p> <p>Increases proficiency in cursive writing by decreasing size, increasing speed while maintaining legibility of cursive forms.</p> <p>Uses a pen (ball point) to write.</p> <p>Develops a sense of pride in accomplishment.</p>	<p>Have student identify declarative, exclamatory and interrogative sentences.</p> <p>Begin with meaningful words and phrases.</p> <p>Have student practise writing letters of decreasing size.</p> <p>Make sure pen not held too tightly, too slanted or too straight.</p> <p>Have students display writing in hallway showcase, etc.</p>	<p>Learning Skills Series: Language Arts (C2-4).</p> <p>Advanced Cursive Handwriting Spirit Masters (S3-4).</p>

HANDWRITING

D. Self Expression and Mechanics

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Develops the understanding that writing is a visual presentation of the spoken word by relating printed symbols to words and meanings.</p> <p>Attends to a writing task.</p> <p>Suggests labels and captions to be written by the teacher.</p> <p>Proposes ideas to be written by the teacher.</p> <p>Shares in group composition of a simple story.</p> <p>Composes and writes a simple sentence.</p> <p>Composes and writes a sentence about a realistic experience.</p> <p>Composes and writes two or more sentence stories about a realistic experience.</p>	<p>Expose students to print through bulletin board displays, charting experiences, books, etc. Make sure student recognizes his own name in print.</p> <p>Provide situations where student can compose:</p> <ul style="list-style-type: none"> - captions under pictures - titles for stories - labels and gift tags - greetings on greeting cards - signs for use in the classroom or school. <p>Provide experiences about which a student could compose a sentence or story:</p> <ul style="list-style-type: none"> - arrange excursions and field trips, e.g. zoo, store - give attention to birthdays, holidays, etc. - intensive study of a unit which has meaning for the students. 	

HANDWRITING

D. Self Expression and Mechanics

OBJECTIVES	TEACHING STRATEGIES	MATERIALS
<p>The student:</p> <p>Uses appropriate punctuation:</p> <ul style="list-style-type: none"> - periods (declarative sentence and abbreviations) - question marks (interrogative sentence) - commas (dates and addresses) - quotation marks - apostrophes, hyphens, colons. <p>Uses capital letters when needed:</p> <ul style="list-style-type: none"> - on pronoun "I" - names of persons and places - names of days of week, holidays and months of year - titles in stories and poems, etc. <p>Writes increasingly complex stories using more precise descriptive words, etc.</p> <p>Uses margins appropriately.</p> <p>Uses the appropriate form of written language in:</p> <ul style="list-style-type: none"> - illustrations - letters, e.g. invitation and thanks - lists - paragraphs - directions - simple charts and graphs - short advertisements. 	<p>Provide worksheets where students insert proper punctuation marks.</p> <p>Have students do exercises to help increase descriptive vocabulary.</p> <p>Have students develop a classroom newspaper. Keep classroom weather charts. Have students write letters of thanks to parents, etc.</p>	<p>Punctuation Patterns (S2-3-4). Punctuation: Periods, Questions & Exclamation Marks. Instructo Learning Centre Activities (C2-3-4).</p> <p>Learning When to Capitalize (And When Not) (S2-3-4).</p> <p>Sharpening Letter Writing Skills (S2-3-4). Building Language Skills The Learning Skills Series: Language Arts (C2-4).</p>



APPENDIX A

Word Lists

1. Basic Reading Words
2. Functional Living Vocabulary
3. Basic Functional Living Signs
4. Word Families
5. Blend Sounds and Words
6. Consonant Sounds and Words
7. Vowel Sounds and Words

WORD LISTS

1. BASIC READING WORDS

a	eat	know
about	eight	laugh
after	every	let
again	fall	light
all	far	like
always	fast	little
am	find	live
an	first	long
and	five	look
any	fly	made
are	for	make
around	found	man
as	four	many
ask	from	may
at	full	me
ate	funny	mother
away	gave	much
be	get	must
because	girl	my
been	give	myself
before	go	never
best	goes	new
better	going	no
big	good	now
black	got	of
blue	green	off
book	grow	old
both	had	on
boy	has	once
bring	have	one
brown	he	only
but	help	open
buy	her	or
by	here	our
call	him	out
came	his	over
can	hold	own
carry	hot	pick
clean	house	play
cold	how	please
come	hurt	pull
could	I	put
cut	if	ran
day	in	read
did	into	red
do	is	ride
does	it	right
done	its	run
don't	jump	said
down	just	saw
draw	keep	say
drink	kind	see

seven
shall
she
show
sing
sit
six
sleep
small
so
some
soon
start
stop
take
tell
ten
thank
that
the
their
them
then

there
these
they
think
this
those
three
to
today
together
too
try
two
under
up
upon
us
use
very
walk
want
warm
was

wash
we
well
went
were
what
when
where
which
white
who
why
will
wish
with
work
would
write
yellow
yes
you
your

2. FUNCTIONAL LIVING VOCABULARY

Directions

North - N.
South - S.
East - E.
West - W.

Address

Drive - Dr. Alberta - Alta.
Road - Rd. Canada
Avenue - Ave. Address
Street - St. City, Province

Money

Money
Penny
Nickel
Dime
Quarter
Half Dollar
Dollar
Change
Use Correct Change
Coins
Cashier
Deposit Coin
Coin Return
Pay Bills Here
Business Office
Money Orders

Days

Sunday - Sun.
Monday - Mon.
Tuesday - Tues.
Wednesday - Wed.
Thursday - Thur.
Friday - Fri.
Saturday - Sat.
Week

Time

Time
O'clock
Minutes
Hours
A.M.
P.M.
Noon
Midnight
Digital time:

Months

January - Jan.
February - Feb.
March - Mar.
April - April
May - May
June - June
July - July
August - Aug.
September - Sept.
October - Oct.
November - Nov.
December - Dec.
Month
Day
Year
Calendar

Numbers

One
Two
Three
Four
Five
Six
Seven
Eight
Nine
Ten
Eleven
Twelve
Thirteen
Fourteen
Fifteen
Sixteen
Seventeen
Eighteen
Nineteen
Twenty

Measurement

Height - Ht.
Weight - Wt.
mg
kg
m
mm
cm
l
ml
millilitre
l
litre
C°
metre
millimetre
centimetre
thermometer
temperature

Colors

Red
Green
Yellow
Blue
Orange
Brown
Purple

Safety and Travel

Stop
Slow
Danger
Hot
Poison
Caution
Keep Out
Up
Down
Fire
Keep Off
Wet Paint
Start
End
Pull
Push
On
Off
Wait
Quiet
Be Careful
Driveway
Street
Bus
Flammable
Police
Fasten Your Seat Belt

Reserved
Do Not Litter
Polluted
Keep To Right
Remain Seated
No Swimming
No Fishing From Bridge
Walk, Don't Walk
Entrance
Exit
In
Out
Open
Closed
Walk In

Rest Rooms
Toilet

Ring Bell
Temporarily Closed
Office
To Buses
Attendant
Closed Sunday
Parking
Telephone

Please
Thank You
Yes
No

Garbage

Men
Women
Ladies
Gentlemen
Boys
Girls
His
Hers

Name
Address
Age
Birthday
Father's Name
Mother's Name

3. BASIC FUNCTIONAL LIVING SIGNS

Food

Grocery
Cafeteria
Restaurant
Eat
No Eating On Bus
Ring Bell For Service
Next Window Please

Mail

Letter Drop
Airmail
Local
Out Of Town
Not For Deposit Of Mail

RESTAURANT

Menu

appetizers
soups
salads
entrees
sandwiches
a la carte
desserts
beverages
cocktails
daily special

bacon
eggs
omelette
pancakes
waffle
toast
jam
hot/cold cereal
beer
wine

French Words

menu
café
soup du jour
a la carte
au jus
entrée
buffet
chef
a la mode

hot dog
cheeseburger
french fries
hamburger deluxe
steak
chicken
roast beef
beef dip
veal cutlets
pork chops
pizza
fish and chips
ice cream
sundae
jello
pie
orange
7-up
coke
tea
coffee
milk
hot chocolate

luncheon menu
waiter/waitress
cashier

Please Wait To Be Seated

Grocery Shopping

baby foods	pickles
bar soap	plant food
beverages	potatoes
biscuits	preserves
bleaches	produce
bread	receipt
cake/flour mixes	roast
candy	service counter
canned fish	soap powders
canned fruits	spices
canned juices	stationary
canned soup	sugar
canned vegetables	toilet tissue
cashier	vinegar/oils
cereals	
check out counter	
cheeses	
coffee	
cooked meats	
dairy products	
detergent	
dietetic	
economy size	
facial tissue	
fillet	
fresh vegetables	
frozen dinners	
frozen fish	
frozen foods	
frozen juices	
frozen vegetables	
gourmet foods	
health & beauth aids	
ice cream	
liquid detergents	
macaroni	
margarine	
meats	
pastry	
pet foods	

Warning Signs

In The Country

No Hunting
No Campfires
Remember To Put Fires Out
No Trespassing
Private Road
Private Property
Do Not Drink The Water
No Picnicing

In Parks And Zoos

Do Not Pick The Flowers
Do Not Feed The Animals
No Bicycling
Bicycling Prohibited
Stay Behind Guard Rail
Keep Off The Grass
Keep Out
Closing Times
No Littering
No Standing Up On Rides

For The Pedestrian

Beware Of Dog
Pedestrians Prohibited
No Trespassing
Keep Out
No Loitering
Quiet Zone
No Hitchhiking
Danger - Men At Work
Sidewalk Closed
Do Not Enter
Wet Paint
Watch For Trucks
Truck Crossing

Banking

savings account
interest
passbook
deposit
withdrawal
checking account
statement
service charge
overdraft

endorse
safety deposit box
bonds
travelers cheques
balance
debit
credit
N.S.F.
cheques

Completing Forms

birthdate
business (bus.) telephone
date of birth
divorced
female
first
full name
home address
home telephone
last
maiden
male
marital status
married
middle
name
number
place of previous employment
postal code
post office
previous employment record
print or type
references
rural route
separated
sex
single
social insurance number (S.I.N.)
street
street address
telephone
town
widowed

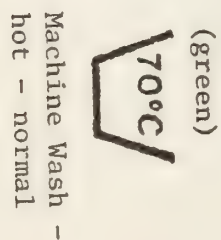
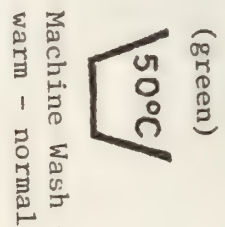
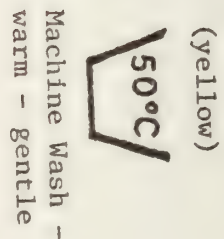
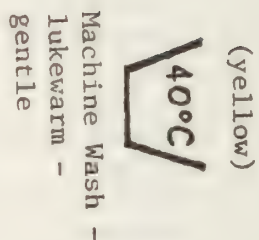
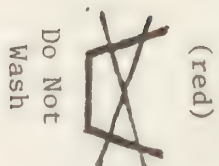
"Help Wanted" Abbreviations

A.M. - morning
P.M. - afternoon and evening
hrs. - hours
wk. - week
wkly. - weekly
mo. - month
yr. - year
mgnt. - management
ass't - assistant
bldgs. - buildings
gen. - general
estab. - established
temp. - temporary
sal. - salary
exc. - excellent
comm. - commission
pd. - paid
refs. - references
pos. - position
mfr. - manufacturer
oppt. - opportunity
co. - company
mgr. - manager
exp. - experience
exp'd - experienced

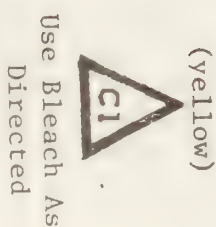
3. BASIC FUNCTIONAL LIVING SIGNS

a. Clothing Care

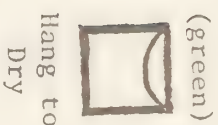
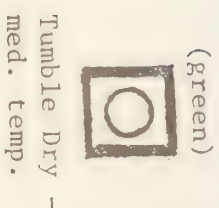
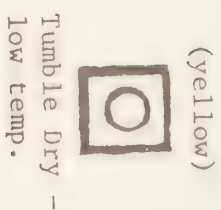
WASHING



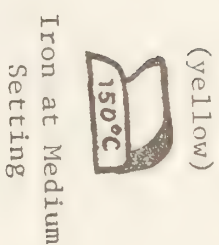
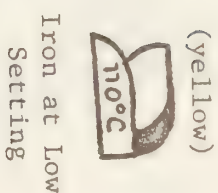
CHLORINE BLEACHING



DRYING



IRONING



DRY CLEANING



Do Not Dry Clean

Dry Clean at Low Temp.

Dry Clean

(Originals available from Department of Consumer and Corporate Affairs.)

b. Services



Washrooms



Women's
Washroom



Men's
Washroom



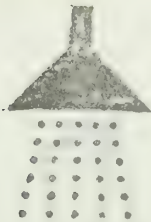
Facilities
for the
Handicapped



Post Office



First Aid



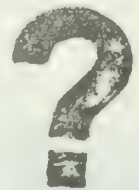
Showers



Telephone



Change Rooms



Information



Potable
Water



Litter
Container



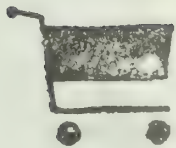
Gasoline



Car Ferry



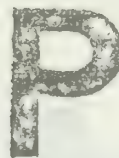
Restaurant



Groceries



Accommodation



Parking



Firewood



Smoking

Danger



High Voltage



Fires



Firehose

(Originals available from Parks Canada.)

c. Summer
Recreation



Golf



Playground



Tennis



Horseback
Riding



Cars



Bus Tour



Camper Trucks



Bicycling



Hiking



Back-Packing



Viewing



Nature Talk



Camping



Trailers



Picknicking



Youth Hostel



Shelter



Hunting



All Terrain
Vehicles



Trail Bikes

(Originals available from Parks Canada.)

d. Winter
Recreation



Downhill
Skiing



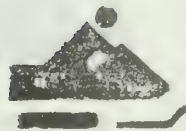
Cross-Country
Skiing



Ski Jumping



Ice Skating



Snow-Mobiling



Tobogganing



Gondola

(Originals available from Parks Canada.)

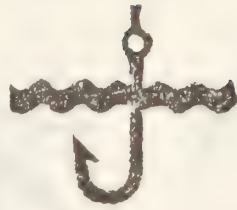
e. Water
Recreation



Swimming



Scuba Diving



Fishing



Anchorage



Sail
Boating



Motor
Boating



Row Boating



Tour Boats



Canoeing



Portage



Launch Ramp



Water Skiing



Docking



Boat Tie-up



Diving

(Originals available from Parks Canada.)

f. Travel/Transportation



Car Rental



Restaurant



Coffee Shop



Bar



Ticket
Purchase



Baggage
Check-in



Baggage
Claim



Customs



Immigration



No Smoking



Smoking



No Parking



Parking



No Entry



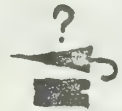
Telephone



Mail



First Aid



Lost and
Found



Lockers



Elevator



Men's
Toilets



Women's
Toilets



Toilets



Information



Hotel
Information



Taxi



Bus



Ground
Trans-
portation



Rail Trans-
portation

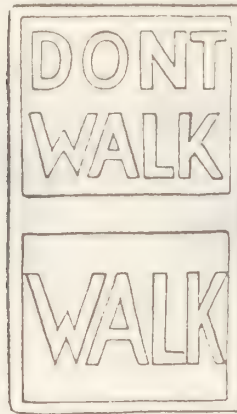


Airport

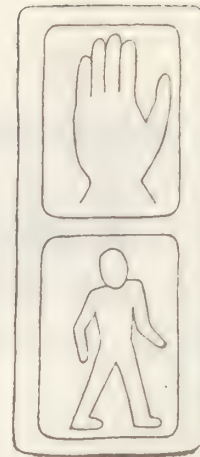
g. Traffic/Community



Stop



Don't Walk/Walk



Don't Walk/Walk



School Zone



School Crossing



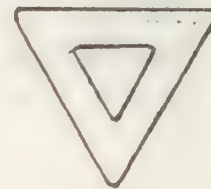
Playground



Railway Crossing



One Way

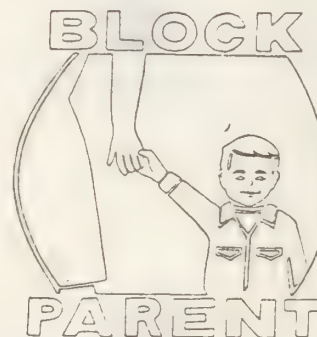


Yield



Seatbelts

Block
Parent



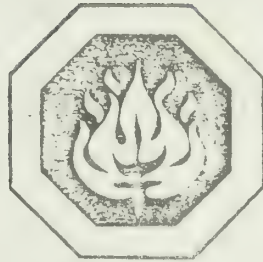
(Original and additional signs available from the Department of Transport or the local police - Traffic Education Program.)

h. Hazardous Products

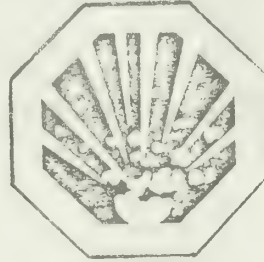
DANGER
(red background)



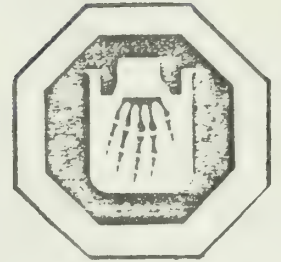
Poison



Flammable

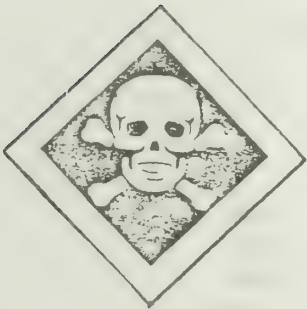


Explosive



Corrosive

WARNING
(orange background)



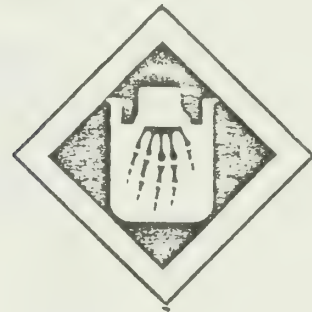
Poison



Flammable



Explosive

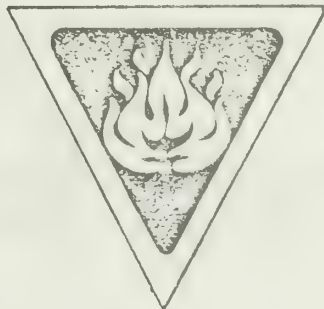


Corrosive

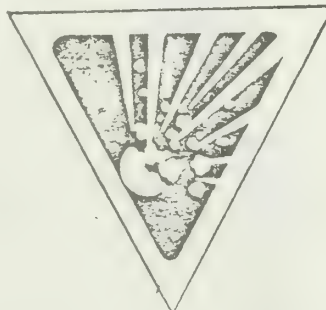
CAUTION
(yellow background)



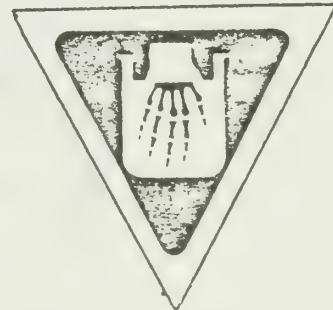
Poison



Flammable



Explosive



Corrosive

(Originals available from Department of Consumer and Corporate Affairs.)

4. WORD FAMILIES

all

hall	stall
tall	all
ball	mall
small	all
wall	gall
call	fall

ell

sell	dell
spell	tell
shell	smell
bell	fell
swell	well

hallway - smelling - balls - spelling - football - jelly

ill

pill	fill
grill	drill
bill	spill
chill	hill
kill	dill
mill	skill
frill	

ame

came	flame
game	dame
frame	same
lame	shame
blame	tame
name	

killer - nameless - taming - untamed - frills - skillfully

it

wit	fit
slit	spit
pit	quit
bit	hit
kit	mit
sit	knit

at

fat	rat
vat	bat
pat	hat
brat	chat
sat	cat
mat	flat

knitting - fatter - cats - Saturday - flatten - mittens

ot

cot	dot
got	hot
lot	pot
not	slot
clot	trot
plot	spot

ut

but	cut
hut	mut
nut	putt
strut	shut
rut	smut
	tut

cottage - shutter - tottering - butternut - spots - stuttering

ack

snack	Mack
rack	crack
tack	pack
whack	Jack
slack	black
track	

ick

pick	kick
stick	Dick
click	brick
trick	sick
wick	lick
hick	flick

tracking - blackest - kicks - clicking - sickness - packs

ock

dock	block
rock	sock
clock	smock
mock	lock
stock	shock

ang

bang	sang
hang	tang
fang	sprang
rang	gang
stang	clang

tango - mocking - bangs - clocks - hangmen - rocking

in

bin	tin
sin	spin
thin	skin
win	fin
grin	chin
shin	pin

ing

bring	thing
sing	wing
sling	sting
string	ding
king	fling
spring	ring

spinning - thinly - kings - finish - Springtime

ine

dine	fine
line	mine
pine	vine
wine	whine
spine	
nine	

ight

fight	light
might	right
sight	tight
bright	fright
night	flight

nineteen - lightly - wines - underline - frighten - headlights

ad

dad	cad
fad	pad
clad	bad
glad	mad
had	lad
	sad

od

cod	clod
rod	tod
trod	pod
God	plod
prod	
sod	

sadden - daddy - goddess - prodding - padding - toddler

<u>en</u>		<u>ent</u>	
Gwen	pen	cent	went
men	when	rent	spent
hen	ten	scent	bent
wren	then	dent	sent
Ben	glen	tent	Kent
yen	den	lent	vent

hens - penmanship - dentist - renter - penthouse - cents

<u>ave</u>		<u>ane</u>	
gave	brave	Zane	pane
pave	crave	Dane	mane
rave	shave	cane	Jane
grave	wave	vane	plane
Dave	cave	crane	lane
slave			

graves - waving - shaving - canes - bravely - airplane

<u>one</u>		<u>ope</u>	
stone	prone	hope	mope
throne	zone	lope	dope
drone	bone	cope	Pope
tone	lone	slope	rope
cone		grope	scope
scone			open

sloping - roped - lonesome - hopeless - stones - hopes

<u>ide</u>		<u>ite</u>	
wide	tide	kite	rite
ride	side	site	write
bride	guide	quite	cite
bide	stride	spite	bite
hide	pride	white	
slide			

riders - wider - brides - whiteness - writing - kites

<u>ag</u>		<u>ink</u>	
bag	flag	ink	link
rag	tag	mink	rink
drag	sag	pink	sink
brag	had	kink	wink
snag	wag	think	blink
nag	jag		stink

baggage - blinking - wags - zig-zag - dragstrip - thinking

end

mend	blend
bend	fend
trend	tend
spend	send
lend	

ear

rear	year
clear	spear
smear	gear
dear	fear
hear	near

gears - fender - blending - dearest - rearing

ed

red	sped
bed	shed
wed	bled
fled	sled
fed	led
	shred

eat

pleat	wheat
treat	seat
beat	peat
heat	eat
neat	meat
	cheat

shredded - treats - wedding - sleds - cheater - neatest

ail

trail	nail
tail	snail
rail	quail
frail	mail
jail	fail
sail	bail

ay

pray	gray
play	fray
stay	ray
say	jay
clay	pay
way	may

sailor - jails - trailing - prayers - braying - wayward

an

clan	van
Nan	fan
plan	tan
than	man
ran	can
span	pan

ank

drank	bank
Frank	blank
rank	sank
Hank	thank
	tank
	prank

mansion - ranks - prankster - banking

ug

bug	chug
dug	pug
plug	hug
jug	rug
tug	mug

ar

bar	car
far	jar
star	par
tar	scar

partners - tug-of-war - cars - westward - starlet - chugging

<u>op</u>		<u>ip</u>	
shop	hop	dip	trip
flop	cop	sip	lip
crop	pop	nip	chip
mop	top	strip	hip
chop	stop	grip	zip
slop			slip

zipper - dragstrip - shopping - stopped - sloppy

<u>ip</u>		<u>uff</u>	
dip	rip	buff	stuff
strip	sip	huff	puff
ship	drip	bluff	muff
tip	trip	fluff	scuff
lip	zip	snuff	cuff
slip	flip		

flipper - dripping - lips - snuffing - zipper - bluffing

<u>ate</u>		<u>ash</u>	
gate	skate	cash	crash
rate	Kate	smash	clash
state	late	rash	slash
mate	crate	lash	trash
grate	hate		hash
plate			gash

statement - lately - plates - rashness - skating - clashing

5. BLEND SOUNDS AND WORDS

b1

black
blue
blend
blow
bless
blot
blast
block
bleach
bleed

c1

click
class
cling
close
clown
climb
clear
clean
clock
clip

f1

floor
fling
flop
fly
flat
flip
flag
fled
flight
flesh

g1

glad
glow
glide
glen
glove
gladly
glue
gland
glass
glee

p1

play
prow
plate
place
plane
plant
plug
please
plot
plump

s1

slow
slap
sleep
slug
slipper
slim
slide
slave
slash
slip

br

brace
brush
brown
brake
bring
brought
bright
brag
brother
brick

cr

crow
crest
crate
crisp
creature
cry
cram
crook
crack
creek

dr

drag
drew
dress
drip
dried
drape
drum
drive
drill
drove

fr

French
frank
friend
fresh
free
firll
fruit
frame
Fred
frost

gr

grow
greet
grin
grip
graze
green
grew
grace
gray
grit

pr

print
prank
prince
proper
prop
proud
preach
proof
pride
prison

ch

chin
chance
church
chest
cheat
chain
chap
chick
chart
chipmunk

sh

share
shoe
shore
shine
shop
shut
shape
shave
shell
shirt

th

the
them
this
thank
they
these
there
thin
think
thought

sk

skip
sky
skunk
skate
skill
skull
skit
skin
skirt
skid

wh

whistle
why
when
where
which
whip
whole
wheel
wheat
whale

tr

trade
tray
treat
trace
trap
tread
trot
truck
tramp
trash

spr

sprinkle
sprite
spry
spray
spread
sprung
spruce
sprout
spring
sprint

sm

small
smell
smear
smile
smoke
smart
smut
smash
smooth
smock

sn

sneeze
sniper
snore
snob
snap
snow
snug
snare
sneak
sniff

sp

spend
spell
spoil
spon
sponge
speak
sparkle
spin
sped
spill

st

start
stork
stair
stay
state
sting
stale
stick
stall
starve

sw

swing
sweep
swell
swipe
sweet
swear
swim
swan
swamp
sweater

6. CONSONANT SOUNDS AND WORDS

b

boy
been
big
ball
base
Bill
box
best
bit
bat

c

cat
car
can
could
call
came
come
coat
candy
cup

d

door
desk
do
done
dish
does
don't
dent
dine
dog

f

fish
fig
fade
fat
for
fight
fit
fix
from
fun

g

game
gone
gang
goat
go
got
get
girl
gate
gum

h

hat
her
hurt
hot
hen
hand
hit
he
home
house

j

jet
jump
just
Jill
job
join
jig
jade
joy
jug

k

keep
kick
kit
kind
kite
king
Kim
keen
kiss
key

l

look
like
love
let
list
line
lump
lit
lock
lost

m

me
march
mice
must
much
most
men
mine
mark
miss

n

nest
no
nice
nor
nut
neck
night
noon
nun
nip

p

pig
pen
pal
post
put
pain
pair
patch
pin
park

qu

quick
queen
quest
quack
quit
quiz
quilt
quote
quart
quite

r

run
rot
row
rug
ran
road
rim
ride
red
radio

s

son
Sunday
so
sing
sat
sang
sum
song
science
sort

t

turtle
to
time
tune
tame
tip
toss
test
tap
two

v

vine
vane
vote
vest
vow
volt
vent
violin
voice
van

w

word
we
want
were
whiz
was
war
will
weather
when

y

young
you
yet
yard
yarn
your
yeast
yes
yolk
yowl

z

zipper
zing
zoo
zone
zoom
zinc
zeal
zebra
zag
zest

IRREGULAR WORDS

to
once
gone
laugh
there
shoes
buy
come
aunt
been

done
saw
two
do
heard
they
talk
any
field
of

one
eyes
who
said
some
was
sure
want
water
their

who
often
friend
enough
does
off
walk
you
where
sign

7. VOWEL SOUNDS AND WORDS

long a

May	ate
able	air
apron	day
bacon	base
date	rain
name	made
place	delay
age	slave
plane	ace
gain	cake
mail	tame

long e

eat	each
ease	east
Easter	keep
even	me
be	see
flea	enough
please	peach
deep	meat
money	beat
he	she
peak	feel

long i

ride	dime
ice	fire
idea	time
I'm	smile
wife	sign
bind	iron
nice	life
slice	white
night	wife
shine	pine
kite	pipe

long o

oh	show
oat	soap
oak	no
joke	cone
old	note
over	home
goat	road
fold	open
stone	boat
go	so
bone	toe

long u

use	tube
unit	menu
union	true
usual	you
cube	tune
June	mule
huge	Tuesday
blue	cure
suit	dues
glue	tune
cute	fuse

y (i)

dry	thy
by	buy
apply	ply
sly	rhyme
sky	guy
pry	why
try	spy
fly	my
cry	spry
fry	type
supply	apply

short a

apple	along
act	allow
am	about
add	stand
ax	around
cast	ask
as	cap
bath	basket
rat	alone
fan	black
hand	glass

short e

bell	Ben
elf	send
elm	net
empty	never
bend	else
men	enter
extra	end
ever	fender
ten	when
left	them
let	tent

short i

in	it
fish	pig
ill	milk
brick	if
ink	this
sick	miss
wish	with
pill	sink
is	drill
bit	sing
thin	slip

short o

cot	box
off	drop
on	boss
long	not
stop	rod
dog	got
job	fox
lock	stock
hot	moth
clock	bottle
rock	mop

short u

us	much
cut	nut
under	such
ugly	upon
undo	rush
uncle	plus
shut	mumps
hug	rug
luck	under
bug	truck
fun	tub

y (e)

buggy	silly
sally	jolly
carry	chimney
fairy	shortly
Mary	limpy
daddy	lily
pretty	jelly
slowly	mighty
grocery	dolly
city	witty
slippery	family

APPENDIX B

Checklists

1. Listening
2. Viewing
3. Speaking
4. Reading
5. Vocabulary Development
6. Pre-Spelling
7. Spelling
8. Handwriting

LISTENING CHECKLIST

Last Name

First Name

Birth Date

- ____ Recognizes and responds to own name. (p. 1)
- ____ Names familiar sounds in the classroom, school, playground and street. (p. 1)
- ____ Identifies the objects that make the sounds. (p. 1)
- ____ Discriminates between sounds. (p. 1)
- ____ Combines vocabulary development with simple sequence directions, e.g. put an object, in, on, under, beside, above, behind, the box. (p. 1)
- ____ Identifies and names a broader range of sounds from the environment. (p. 2)
- ____ Listens attentively for a specified period of time. (p. 2)
- ____ Listens for the purpose of carrying out more complex directions. (p. 2)
- ____ Demonstrates an appreciation of rhythmic patterns in sounds and words. (p. 2)
- ____ Recognizes words that rhyme. (p. 2)
- ____ Listens for enjoyment to: stories on records and radio, nursery rhymes, folktales, records, rhymes and simple poems. (p. 2)
- ____ Listens to and retells simple stories. (p. 2)
- ____ Learns to listen through distractions. (p. 3)
- ____ Develops understanding of the responsibilities of the listener. (p. 3)
- ____ Listens for the purpose of retelling incidents in stories in sequence. (p. 3)
- ____ Listens to instructions and explanations for information. (p. 3)
- ____ Listens for the main idea of a speaker. (p. 3)
- ____ Listens to a variety of forms of spoken messages, e.g. stories, poetry, songs, simple reports, introductions, conversations, discussions, reports, plays. (p. 3)
- ____ Listens to a specific person for specific purposes, e.g. news broadcasts, television interviews, classmates' oral reports. (p. 4)

- _____ Recognizes responsibilities of a listener and his role by:
- _____ asking relevant questions (p. 4)
 - _____ drawing conclusions (p. 4)
 - _____ noting important details. (p. 4)
- _____ Listens for enjoyment to aesthetic productions, e.g. concerts, symphony. (p. 4)

VIEWING CHECKLIST

Last Name

First Name

Birth Date

- ____ Names familiar people and objects from pictures, slides, films, etc. (p. 5)
- ____ Points to specific objects contained in pictures, etc. (p. 5)
- ____ Looks at simple pictures and tells what he sees. (p. 5)
- ____ Discriminates between objects viewed. (p. 6)
- ____ Imitates a simple action. (p. 6)
- ____ Puts pictures together to form a simple sequence. (p. 6)
- ____ Retells in proper sequence a story seen in picture form. (p. 7)
- ____ Views picture books for enjoyment. (p. 7)
- ____ Describes sensory impressions formulated from material which has been viewed. (p. 7)
- ____ Views attentively for a specified period of time. (p. 7)
- ____ Changes level of attention to suit level of viewing task. (p. 7)
- ____ Looks at more complex pictures and tells what he sees. (p. 8)
- ____ Imitates a series of actions viewed. (p. 8)
- ____ Gains information and meaning from pictures by answering specific questions. (p. 8)
- ____ Makes predictions based on content contained within visual formats. (p. 9)
- ____ Draws conclusions from materials presented visually. (p. 9)
- ____ Tells the meaning of non-print visuals such as signs, label designs, and logos. (p. 9)
- ____ Appraises the actions and behaviors of people, etc. (p. 9)
- ____ Evaluates the appropriateness of actions in different social situations which are being viewed. (p. 10)

_____ Works independently in viewing activities. (p. 10)

_____ Identifies and evaluates ideas as factual, fictional, humorous, realistic or plausible when viewed in pictures, etc. (p. 10)

_____ Makes generalizations applicable for living based on situations seen visually.

SPEAKING CHECKLIST

Last Name

First Name

Birth Date

Answers in response to the question, "What is this?", by naming the object. (p. 11)

Verbalizes wants by saying noun/verb combinations. (p. 11)

Verbalizes wants and thoughts by asking simple questions. (p. 11)

Uses descriptive adjectives and their opposites in speech. (p. 11)

Uses prepositions in speech to describe the position of people and things. (p. 12)

Refers to himself and others in speech by using the pronouns "me", "my", "mine", "I", "them", "their", etc. (p. 12)

Describes identifying features of an object. (p. 12)

Asks questions to determine what an object is. (p. 13)

Names a location from a description of it. (p. 13)

Describes a particular location. (p. 13)

States how two or more objects are the same or different. (p. 13)

Classifies objects into categories. (p. 13)

Uses categorical nouns in speech. (p. 14)

Uses plural nouns in speech. (p. 14)

Names primary colors. (p. 14)

Identifies colors other than primary ones. (p. 14)

States reasons for the outcome of actions, e.g. why something happened. (p. 14)

Uses appropriate sense verbs in speech, e.g. smell, taste, see. (p. 15)

Describes the actions taking place in pictures by using a verb form. (p. 15)

- _____ Tells what will happen and what will not happen on the basis of an "if-then" action statement. (p. 15)
- _____ Makes "if-then" statements describing objects by drawing conclusions about conditions that pertain to these objects. (p. 15)
- _____ States the sequence in which actions occurred by answering "before" and "after" questions. (p. 16)
- _____ Identifies which part is missing from an object and tells the function of the object and each of its parts. (p. 16)
- _____ Identifies what is absurd about a part of an object performing an unusual function. (p. 16)
- _____ Identifies objects that have a specified part in common. (p. 16)
- _____ Answers "all" questions about objects by making complete "some", "all" and "none" statements to describe objects. (p. 17)
- _____ Answers comprehension questions about what is happening in the stories read to him and tells what the characters say and do. (p. 17)
- _____ Recognizes the importance of accepted social behaviors in oral language situations. (p. 18)
- _____ Practices accepted rules for person to person conversations, telephone conversations, discussing reports, introductions, and interviews. (p. 18)
- _____ Speaks in the mode of acceptable adult speech with intelligible speech patterns.
- _____ Demonstrates understanding of the role of the speaker/listener.
- _____ Recognizes the need for audience participation.

READING CHECKLIST

Last Name

First Name

Birth Date

A. General Skills

- _____ Demonstrates awareness of left-to-right progression. (p. 23)
- _____ Develops left-to-right eye movement. (p. 23)
- _____ Recognizes upper and lower case letters. (p. 20)
- _____ Associates consonant sounds to letters. (p. 20)
- _____ Identifies initial consonant sounds. (p. 20)
- _____ Names letters to represent consonant sounds heard in final position. (p. 20)
- _____ Discriminates between words using initial letter clues and final letter clues. (p. 20)
- _____ Identifies short vowel sounds. (p. 21)
- _____ Recognizes word families, e.g. am, it, and, an, in, op, un. (p. 21)
- _____ Recognizes words of different length.
- _____ Recognizes word endings: s, ed, ing. (p. 21)
- _____ Identifies long vowel sounds. (p. 21)
- _____ States vowel rules, e.g. silent e. (p. 22)
- _____ Identifies "r" modified vowels: ar, or, er, ir, ur. (p. 22)

B. Word Analysis Skills

1. Visual

- _____ Recognizes likenesses and differences in colors. (p. 22, 23)
- _____ Recognizes likenesses and differences in shapes. (p. 22, 23)
- _____ Recognizes likenesses and differences in designs. (p. 22, 23)

- _____ Recognizes likenesses and differences in directionality.
- _____ Recognizes likenesses and differences in size. (p. 22, 23)
- _____ Recognizes likenesses and differences in letters. (p. 22, 23)
- _____ Recognizes likenesses and differences in words. (p. 22, 23)
- _____ Recognizes word boundaries.
- _____ Notes relative position of objects in pictures.
- _____ Visualizes part to whole by assembling a seven piece puzzle. (p. 23)

2. Auditory

- _____ Reproduces pronounced two and three syllable words. (p. 24)
- _____ Hears minimal differences in words. (p. 24)
- _____ Distinguishes word length.
- _____ Recognizes spoken words with the same initial sound. (p. 24)
- _____ Recognizes spoken words with the same final sound.
- _____ Hears rhyming words. (p. 24)
- _____ Demonstrates understanding of function of "y" as a consonant or as a vowel. (p. 24)
- _____ Associates sounds to two letter blends: tr, gr, br, bl, gl, pl, st, fr, sm, sk, cr, sw. (p. 24)
- _____ Associates sound to digraphs: ch, sh, th, wh. (p. 25)
- _____ Identifies three letter initial blends: spr, str, scr, squ, thr. (p. 25)
- _____ Recognizes little words in big words. (p. 26)
- _____ Recognizes root words.
- _____ Identifies suffixes: ly, est, er. (p. 27)
- _____ Identifies prefixes: un, er. (p. 27)
- _____ Identifies two sounds of c: k, s. (p. 26)
- _____ Identifies two sounds of g: g, j. (p. 26)

- _____ Recognizes contractions: n't, 'll, 're, 's, 'd, 'n, 've. (p. 27)
- _____ Demonstrates understanding of use of possessive. (p. 27)
- _____ Recognizes compound words. (p. 27)
- _____ Recognizes similarities of sounds such as x and cks. (p. 28)
- _____ Recognizes silent letters: kn, gn, wr. (p. 28)
- _____ Recognizes words with double letters. (p. 28)
- _____ Listens for number of syllables in a word. (p. 28)
- _____ Alphabetizes words using first letter and second letter. (p. 28)
- _____ Uses a glossary.

C. Comprehension Development

- _____ Enjoys being read to.
- _____ Engages in meaningful conversations. (p. 29)
- _____ Asks the teacher for help when needed. (p. 29)
- _____ Demonstrates interest in books and other printed material. (p. 29)
- _____ Associates meaning with the printed page. (p. 29)
- _____ Demonstrates desire to learn to read.
- _____ Demonstrates adequate attention span.
- _____ Reacts to simple stories read orally.
- _____ Comprehends simple stories read orally.
- _____ Arranges pictures in a sequence. (p. 29)
- _____ Arranges ideas in a sequence.
- _____ Tells events in logical sequence. (p. 29)
- _____ Follows oral directions.
- _____ Demonstrates ability to handle a book correctly. (p. 29)
- _____ Follows in books from front to back, from left hand page to right hand page. (p. 30)
- _____ Demonstrates ability to follow print from left to right, from top to bottom. (p. 30)

- _____ Reads labels on familiar objects. (p. 30)
- _____ Demonstrates ability to do readiness exercises.
- _____ Identifies main idea of a simple story read by the teacher. (p. 30)
- _____ Uses picture clues. (p. 30)
- _____ Looks at a picture and tells its story. (p. 30)
- _____ Recalls main idea from stories read aloud. (p. 31)
- _____ Recalls names of characters from stories read aloud. (p. 31)
- _____ Recalls and states some major details from stories read aloud. (p. 31)
- _____ Begins to build a sight vocabulary through configurations clues and context clues. (p. 31)
- _____ Reads easy books at the library table. (p. 31)
- _____ Follows printed directions. (p. 31)
- _____ Reads for information. (p. 32)
- _____ Recalls main idea from stories read. (p. 32)
- _____ Recalls names of characters from stories read orally. (p. 32)
- _____ Recalls important details from stories read orally. (p. 32)
- _____ States sequence from stories read orally. (p. 32)
- _____ Answers questions on materials read.
- _____ Recalls main idea after silent reading. (p. 32)
- _____ Recalls important details after silent reading. (p. 32)
- _____ States sequence after silent reading. (p. 32)
- _____ Relates situations encountered in reading to personal experiences. (p. 32)
- _____ Demonstrates knowledge of library facilities in the school. (p. 32)
- _____ Demonstrates knowledge of public library facilities. (p. 32)
- _____ Handles work-type material independently. (p. 32)
- _____ Uses a table of contents.
- _____ Uses page number.

____ Uses titles.

____ Finds specific information.

____ Anticipates endings of stories. (p. 33)

____ Infers action in stories. (p. 33)

____ Composes questions about materials read. (p. 33)

____ Reads and interprets simple maps and charts. (p. 33)

____ Dramatizes stories read. (p. 33)

____ Illustrates stories read. (p. 33)

____ Tells a story previously read.

____ Recognizes and uses different kinds of reading material: those for
pleasure and those for information. (p. 33)

____ Finds main idea in a story or paragraph. (p. 34)

____ Keeps events in proper sequence.

____ Draws logical conclusions.

____ Demonstrates ability to see relationships.

____ Predicts outcomes. (p. 34)

____ Follows printed directions.

____ Reads for a definite purpose.

____ Classifies items.

____ Uses an index. (p. 34)

____ Demonstrates techniques of skimming. (p. 34)

____ Finds specific information. (p. 35)

____ Interprets descriptive words and phrases. (p. 35)

____ Selects facts to remember. (p. 35)

____ Selects facts to support main idea. (p. 35)

____ Uses study guides, charts and outlines. (p. 35)

____ Interprets story ideas.

- _____ Identifies author's purpose. (p. 35)
- _____ Locates title page. (p. 35)
- _____ Locates author. (p. 35)
- _____ Locates illustrations. (p. 35)
- _____ Locates publisher. (p. 35)
- _____ Locates year. (p. 35)
- _____ Locates index. (p. 35)
- _____ Interprets meaning of line graphs. (p. 36)

VOCABULARY DEVELOPMENT CHECKLIST

Last Name

First Name

Birth Date

A. Word Recognition

- _____ Demonstrates interest in words and symbols. (p. 37)
- _____ Recognizes own name in print. (p. 37)
- _____ Names upper case letters. (p. 37)
- _____ Matches upper case and lower case letters. (p. 37)
- _____ Recognizes words with both upper and lower case letters at beginning. (p. 37)
- _____ Places letters of alphabet in sequential order. (p. 38)
- _____ Identifies in various settings words usually found in preprimers. (p. 38)
- _____ Identifies in various settings words usually found in primers. (p. 38)
- _____ Increases basic sight vocabulary.
- _____ Recognizes 220 Dolch Basic Sight Words. (p. 38)
- _____ Uses word form clues.
- _____ Recognizes new words in content fields.
- _____ Recognizes function words. (p. 38)
- _____ Recognizes direction words. (p. 38)
- _____ Recognizes action words. (p. 38)
- _____ Recognizes forms of address.
- _____ Recognizes career words. (p. 38)
- _____ Recognizes color words. (p. 38)
- _____ Recognizes metric words. (p. 38)
- _____ Recognizes curriculum words. (p. 38)
- _____ Uses context clues. (p. 39)

_____ Uses configuration clues. (p. 39)

_____ Uses language rhymes, e.g. poetry, songs. (p. 39)

B. Word Meaning

_____ Demonstrates understanding of ideas (adequate listening vocabulary). (p. 40)

_____ Conveys ideas orally. (p. 40)

_____ Comprehends meaning of place words. (p. 40)

_____ Comprehends meaning quantitative words. (p. 40)

_____ Comprehends meaning of descriptive words. (p. 40)

_____ Makes simple classification such as those of animals, fruits, toys, vegetables, clothing. (p. 40)

_____ Classifies objects and picture into logical categories.

_____ Recognizes that printed words represent spoken words. (p. 40)

_____ Demonstrates familiarity with a picture dictionary. (p. 40)

_____ Demonstrates ability to use a picture dictionary. (p. 40)

_____ Demonstrates understanding of basic words common to reading experiences of preprimer level. (p. 40)

_____ Demonstrates understanding of basic words common to reading experiences of primer level. (p. 40)

_____ Demonstrates understanding of basic words common to reading experiences of Grade one level. (p. 40)

_____ Demonstrates increased knowledge of meaning of words.

_____ Recognizes multiple meanings of words. (p. 41)

_____ Recognizes synonymous meanings of words. (p. 41)

_____ Recognizes opposites. (p. 41)

_____ Recognizes meanings of words pronounced the same. (p. 41)

_____ States meaning of and uses function words correctly. (p. 41)

_____ States meaning of and uses direction words correctly. (p. 41)

_____ States meaning of and uses action words correctly. (p. 41)

_____ States meaning of and uses forms of address correctly.

- _____ States meaning of and uses career words correctly. (p. 41)
- _____ States meaning of and uses color words correctly. (p. 41)
- _____ States meaning of and uses metric words correctly. (p. 41)
- _____ States meaning of and uses curriculum words correctly. (p. 41)
- _____ Demonstrates ability to get meaning from context. (p. 41)
- _____ Uses new words in sentences to show meaning. (p. 41)
- _____ Demonstrates appropriate use of punctuation. (p. 41)
- _____ Uses map skills.
- _____ Defines words read in context. (p. 42)
- _____ States synonyms.
- _____ States antonyms.
- _____ Identifies homophones.
- _____ Identifies homographs.
- _____ Recognizes multiple meanings of words.
- _____ Associates words and feelings. (p. 42)
- _____ Distinguishes formal and informal language. (p. 42)

PRE-SPELLING SKILLS CHECKLIST

Last Name

First Name

Birth Date

A. Language and Thinking Skills

Expresses self spontaneously:

- ____ own name (p. 43)
- ____ own age (p. 43)
- ____ own address (p. 43)
- ____ date (p. 43)
- ____ school's name (p. 43)
- ____ teacher's name (p. 43)
- ____ other classmates names (p. 43)

- ____ Pronounces words correctly. (p. 43)
- ____ Demonstrates enjoyment while listening to stories and rhymes. (p. 43)
- ____ Discusses trips, films, experiments, displays and pictures. (p. 43)
- ____ Relates experiences and retells stories in proper sequence. (p. 44)
- ____ Describes and classifies objects, pictures, animals, people. (p. 44)
- ____ Participates in puppetry and dramatizations. (p. 44)
- ____ Participates in group dictation in the development of "language experience" charts. (p. 44)
- ____ Demonstrates knowledge of the relationship between oral and written expression when the teacher records stories, plans, news items and other events. (p. 44)

B. Perceptual Skills

1. Auditory

- ____ Identifies rhyming words, e.g. stay, day. (p. 45)
- ____ Identifies and says words that rhyme when given a series of three words. (p. 45)
- ____ Recognizes words that begin alike, e.g. cat, candy. (p. 45)
- ____ Identifies consonant when words are presented auditorially. (p. 45)

- _____ Identifies the number of syllables in the spoken word. (p. 45)
- _____ Recognizes the differences in words, e.g. bad, bed. (p. 45)
- _____ Discriminates beginning, ending and medial sounds, e.g. pig, trap, grapes. (p. 45)
- _____ Relates sounds to symbols. (p. 46)
- _____ Substitutes beginning sounds to form new words (pan, ran, van, tan). (p. 46)

2. Visual

- _____ Matches letters. (p. 46)
- _____ Matches or groups words that begin alike. (p. 46)
- _____ Recognizes that words are made up of letters in a left-to-right sequence. (p. 46)
- _____ Identifies some of the most frequently used words on lists and charts. (p. 46)

C. Visual Motor Skills

- _____ Names and prints the letters of the alphabet correctly. (p. 47)
- _____ Copies words correctly. (p. 47)
- _____ Prints own name and a few simple words from memory. (p. 47)

SPELLING CHECKLIST

Last Name

First Name

Birth Date

A. Phonetic Analysis

1. Consonant Sounds

_____ Key Consonant Sounds: b, c, d, f, g, h, j, k, l, m, p, r, s, t, v, w, y, z.

1. _____ Says (p. 48)
2. _____ Points (p. 48)
3. _____ Reads
4. _____ Writes (p. 48)

_____ Key Consonant Sounds: initial position.

1. _____ Says (p. 48)
2. _____ Points (p. 48)
3. _____ Reads
4. _____ Writes (p. 48)

_____ Key Consonant Sounds: medial position.

1. _____ Says (p. 48)
2. _____ Points (p. 48)
3. _____ Reads
4. _____ Writes (p. 48)

_____ Key Consonant Sounds: final position.

1. _____ Says (p. 48)
2. _____ Points (p. 48)
3. _____ Reads
4. _____ Writes (p. 48)

_____ Blends: bl, pl, st, fl, gl, cl, br, tr, gr, dr, fr, cr, spr, str,
thr, sn, sp, spl.

1. _____ Says (p. 49)
2. _____ Points (p. 49)
3. _____ Reads (p. 49)
4. _____ Writes (p. 49)

_____ Digraphs: sh, ch, ng, nk, wh, th (voiced and unvoiced).

1. _____ Says (p. 49)
2. _____ Points (p. 50)
3. _____ Reads (p. 50)
4. _____ Writes (p. 50)

_____ Variants: x, ch, c, k, x.

1. _____ Says (p. 50)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 50)

_____ Silent: l.

1. _____ Says (p. 50)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 50)

_____ Initial blends: pr, sc, sk, squ, sm, tw, sw.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

_____ Final blends: ft, lk, mp, nd, nt, rd, sk, st.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

_____ Silent: gh, t, w, b, k.

1. _____ Says (p. 50)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 50)

_____ Digraphs: gh, f sound (e.g. laugh).

1. _____ Says (p. 50)
2. _____ Points (p. 50)
3. _____ Reads (p. 50)
4. _____ Writes (p. 51)

_____ Variants:

hard and soft c and g.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

ph spelling of f.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

ch spelling of k.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

g spelling of g and j sound, e.g. frogs, bridges.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

silent w.

1. _____ Says (p. 51)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 51)

silent t.

1. _____ Says (p. 52)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 52)

silent s.

1. _____ Says (p. 52)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 52)

gh as f.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

2. Vowel Sounds

_____ Short vowel: a, e, i, o, u (medial position).

1. _____ Says (p. 52)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 52)

_____ Short vowel: initial or medial position.

1. _____ Says (p. 52)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 52)

_____ Long vowel:

single long vowels.

1. _____ Says (p. 53)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 53)

two vowels together.

1. _____ Says (p. 53)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 53)

final e.

1. _____ Says (p. 53)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 53)

_____ Diphthongs: oy, ow, ou, oi.

1. _____ Says (p. 53)
2. _____ Points (p. 53)
3. _____ Reads (p. 53)
4. _____ Writes (p. 53)

_____ Digraphs: sy, oo, ee, ea, aw.

1. _____ Says (p. 53)
2. _____ Points (p. 53)
3. _____ Reads (p. 53)
4. _____ Writes (p. 53)

_____ Vowel sounds controlled by r: er, ar, ir, or, ur.

1. _____ Says (p. 54)
2. _____ Points (p. 54)
3. _____ Reads (p. 54)
4. _____ Writes (p. 54)

_____ Final y.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

Unconventional spellings:

_____ single vowels, e.g. told, from.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ silent e, e.g. give, have.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ two vowels (said, bread).

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ Digraphs: ui, ai, au, oa.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ Variants: le.

1. _____ Says (p. 54)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 54)

_____ al sound, e.g. chalk.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ le sound, e.g. castle.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ ei, ie sounds, e.g. weight, field.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ el sound, e.g. model.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ al sound, e.g. central.

1. _____ Says (p. 55)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 55)

_____ Unconventional spelling, e.g. does, canoe.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

B. Structural Analysis

1a. Prefixes

_____ re, un, dis, in, de.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ ex, pro, con, com, pre, im.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ bi, tr.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

1b. Suffixes

_____ er, est, ing.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ Adding a suffix:

doubling of final consonant (e.g. hopped, hopping).

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ silent e is dropped, e.g. coming.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ ly, wn, ful, y.

1. _____ Says (p. 56)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 56)

_____ number suffixes (e.g. sixty, fourteen).

1. _____ Says (p. 57)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 57)

_____ other suffixes: ness, less, tion, ment, ly, ian, ship.

1. _____ Says (p. 57)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 57)

B. Structural Analysis

2. Verb Forms

_____ s or es for third person singular.

1. _____ Says (p. 57)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 57)

_____ d or ed ending.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes

_____ change y to i before es and ed.

1. _____ Says (p. 57)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 57)

3. Plurals & Possessives

_____ Add s or es for plural and possessive.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Plurals: change y to i and add res.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Add es to words ending in x, ss, ch.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Possessives: add 's.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Plurals: change f to v before es.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ Possessives: form singular and plural possessives (nouns and pronouns).

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

4. Contractions and Abbreviations

_____ One letter omissions, e.g. isn't.

1. _____ Says (p. 58)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 58)

_____ More than one letter omissions, e.g. I'll.

1. _____ Says (p. 59)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

_____ Abbreviations for days, holidays, months and proper names.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

_____ Abbreviations for measures, titles and directions.

1. _____ Says
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

5. Compounds

_____ Compound Words.

1. _____ Says (p. 59)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

6. Syllabication

_____ Two syllable words.

1. _____ Says (p. 59)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 59)

_____ Three and four syllable words.

1. _____ Says (p. 60)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 60)

7. Locations of Words

_____ Spells simple words frequently encountered in reading and speaking.

_____ Uses picture dictionaries for locating correct spelling of words. (p. 60)

_____ Alphabetizes to two letters.

_____ Spells words from basic vocabulary list (appendix). (p. 60)

_____ Alphabetizes to three letters. (p. 60)

_____ Spells words from current activities. (p. 60)

_____ Alphabetizes to four letters. (p. 60)

8. Extensions

_____ Homonyms (to, two, too).

1. _____ Says (p. 60)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 60)

_____ Antonyms (last, first).

1. _____ Says (p. 60)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 60)

_____ Synonyms (good, nice).

1. _____ Says (p. 60)
2. _____ Points
3. _____ Reads
4. _____ Writes (p. 60)

HANDWRITING CHECKLIST

Last Name

First Name

Birth Date

A. Readiness Skills

- _____ Points to the correct location when given directional words top, bottom and middle. (p. 61)
- _____ Names objects in a left-to-right pattern when shown a series of objects. (p.61)
- _____ Verbally recalls a series of pictures in a left-to-right sequence when pictures are shown and then removed. (p. 61)
- _____ Holds a writing instrument in correct position when a demonstration is given. (p. 62)
- _____ Draws a horizontal line when given directions and a model. (p. 62)
- _____ Draws a vertical line when given directions and a model. (p. 62)
- _____ Draws a backward circle (left) when given directions and a model. (p. 62)
- _____ Draws parts of a circle (curve line) when given directions and a model. (p. 62)
- _____ Draws a forward circle (right) when given directions and a model. (p. 62)
- _____ Draws slant lines when given directions and a model. (p. 62)
- _____ Visually discriminates basic strokes within a letter form, when requested. (p. 63)
- _____ Discriminates likenesses and differences in letter forms, e.g. m-n; b-d. (p. 63)
- _____ Identifies his dominant hand. (p. 63)

B. Manuscript Skills

- _____ Uses correct body position. (p. 64)
- _____ Uses correct paper placement. (p. 64)
- _____ Uses correct arm and hand position. (p. 64)
- _____ Uses correct pencil position. (p. 64)

- _____ Writes the straight line letters l, i, t when shown models. (p. 64)
- _____ Writes the straight line letters l, i, t when the letters are given orally. (p. 64)
- _____ Writes the circle letters o, c, a, e when shown models. (p. 64)
- _____ Writes the circle letters o, c, a, e when the letter names are given orally. (p. 65)
- _____ Writes the curve line letters r, m, n, u, s when shown models. (p. 65)
- _____ Writes the curve line letters r, m, n, u, s when the letter names are given orally. (p. 65)
- _____ Writes the tall letters d, f, h, b when shown models. (p. 65)
- _____ Writes the slant line letters v, w, k, z when shown models. (p. 65)
- _____ Writes the slant line letters v, w, k, z when the letter names are given orally. (p. 65)
- _____ Writes the descender letters g, y, j, p, q when shown models. (p. 65)
- _____ Writes the descender letters g, y, j, p, q when letter names are given orally. (p. 65)
- _____ Writes the upper case letters A - Z when shown models. (p. 66)
- _____ Writes the upper case letters A - Z when the letter names are given orally. (p. 66)
- _____ Maintains correct alignment in writing words by having letters of same size equal in height. (p. 66)
- _____ Writes words that have minimum intermediate and tall letters and have those letters be in correct proportion to one another. (p. 66)
- _____ Writes letters that maintain the correct vertical position to the baseline. (p. 66)
- _____ Writes a sentence demonstrating evenness of spacing between letters and words. (p. 66)
- _____ Writes a sentence maintaining a clear, readable line quality. (p. 66)
- _____ Writes the punctuation marks . , ? ! " " when shown models. (p. 66)
- _____ Writes the punctuation marks . , ? ! " " when shown a sentence and given punctuation mark names orally. (p. 67)
- _____ Copies accurately from the chalkboard or experience chart. (p. 67)

Increases speed of writing while maintaining legibility of manuscript forms. (p. 67)

Demonstrates pride in accomplishments. (p. 67)

Adjusts size of manuscript form proportionately to size of paper. (p. 67)

Writes the numerals 1 - 10 when shown models. (p. 67)

Writes the numerals 1 - 10 when given numeral names orally. (p. 67)

Writes the symbols $+$ $-$ $=$ \div \times when shown models. (p. 67)

Writes the symbols $+$ $-$ $=$ \div \times when shown a numerical equation and given symbol name orally. (p. 67)

C. Cursive Skills

Uses correct paper placement. (p. 68)

Writes the undercurve letters i, t, e, l, u, w, r, s, b when shown models. (p. 68)

Writes the undercurve letters i, t, e, l, u, w, r, s, b when the letter names are given orally. (p. 68)

Writes the loop letters h, k, f, j, p when shown models. (p. 68)

Writes the loop letters h, k, f, j, p when the letter names are given orally. (p. 68)

Writes the downcurve letters a, d, o, c, g, q when shown models. (p. 68)

Writes the downcurve letters a, d, o, c, g, q when the letter names are given orally. (p. 68)

Writes the overcurve letters m, n, v, x, y, z when shown models. (p. 68)

Writes the overcurve letters m, n, v, x, y, z when the letter names are given orally. (p. 68)

Writes the upper case canestem letters H, K, M, N, Q, U, W, X, Y, Z when shown models. (p. 69)

Writes the upper case canestem letters H, K, M, N, Q, U, W, X, Y, Z when the letter names are given orally. (p. 69)

Writes the backward oval upper case letters A, C, D, E, O when shown models. (p. 69)

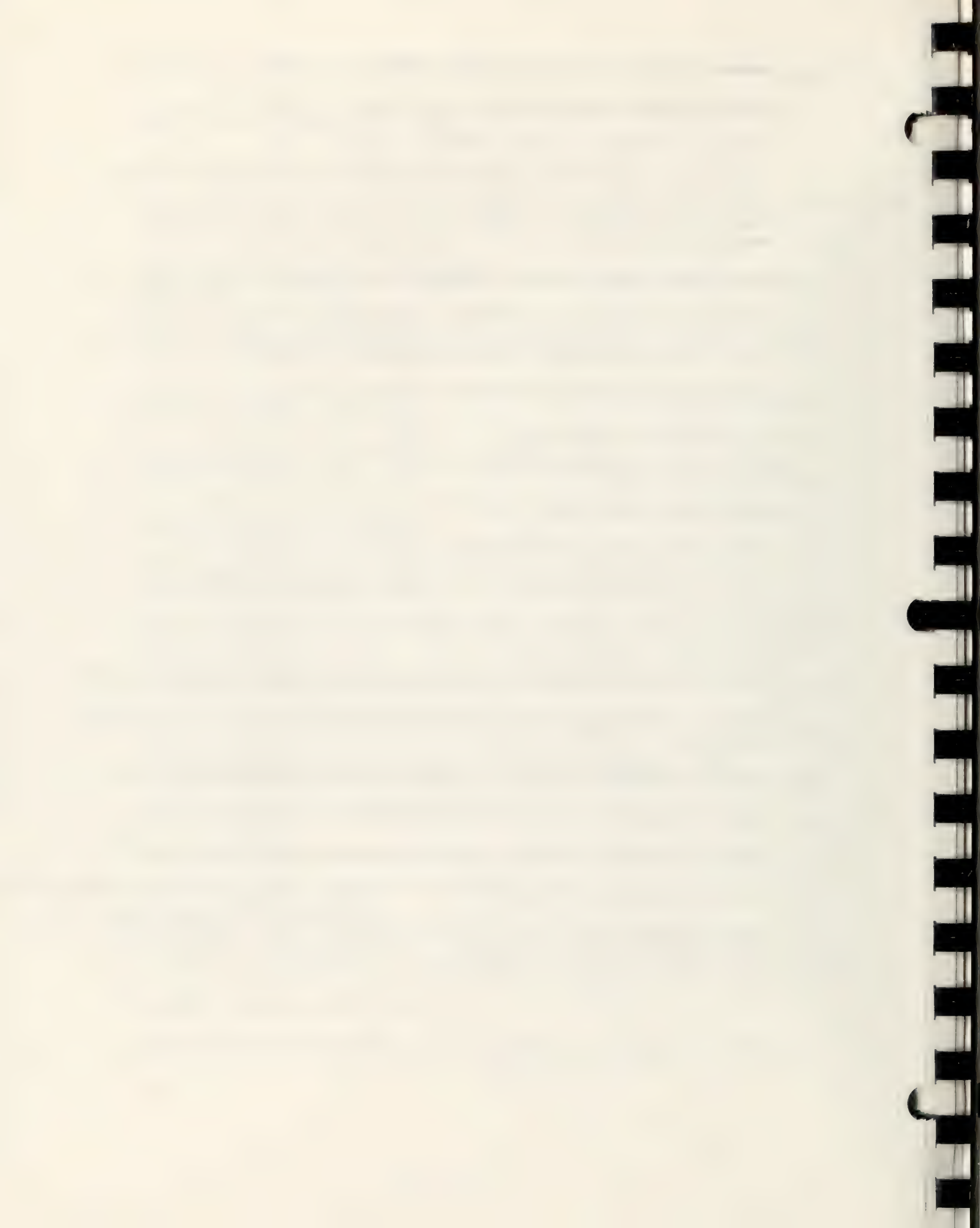
Writes the backward oval upper case letters A, C, D, E, O when the letter names are given orally. (p. 69)

- _____ Writes the forward oval upper case letters B, P, R when shown models. (p. 69)
- _____ Writes the forward oval upper case letters B, P, R when the letter names are given orally. (p. 69)
- _____ Writes the double loop letters J, L when shown models. (p. 69)
- _____ Writes the double loop letters J, L when the letter names are given orally. (p. 69)
- _____ Writes the boat upper case letters I, F, G, S, T when shown models. (p. 69)
- _____ Writes the boat upper case letters I, F, G, S, T when given the letter names orally. (p. 69)
- _____ Writes words by joining letters in continuous motion (difficult joinings include ov, ve, ye, ga, bo, wi, be, yo). (p. 70)
- _____ Writes words maintaining correct alignment, by having letters of same be equal in height. (p. 70)
- _____ Writes words that have minimum, intermediate and tall letters, and has those letters in the correct proportion to one another. (p. 70)
- _____ Writes words that maintain an even slant, when a slant line is drawn through each letter. (p. 70)
- _____ Writes a paragraph that demonstrates even spacing between letters, words and sentences. (p. 70)
- _____ Writes a sentence that maintains an even, readable line quality. (p. 70)
- _____ Writes the punctuation marks . ? ! ; : ' when given an unpunctuated paragraph and told the symbol names. (p. 71)
- _____ Copies accurately from the chalkboard or experience chart. (p. 71)
- _____ Increases proficiency in cursive writing by decreasing size and increasing speed while maintaining legibility of cursive forms. (p. 71)
- _____ Uses a pen (ball point) to write. (p. 71)
- _____ Demonstrates pride in accomplishments. (p. 71)

D. Self Expression and Mechanics

- _____ Develops the understanding that writing is a visual presentation of the spoken word by relating printed symbols to words and meanings. (p. 72)
- _____ Attends to a writing task. (p. 72)
- _____ Suggests labels and captions to be written by the teacher. (p. 72)

- _____ Proposes ideas to be written by the teacher. (p. 72)
- _____ Shares in group composition of a simple story. (p. 72)
- _____ Composes and writes a simple sentence. (p. 72)
- _____ Composes and writes a sentence about a realistic experience. (p. 72)
- _____ Composes and writes two or more sentence stories about a realistic experience. (p. 72)
- _____ Uses periods appropriately: declarative sentence and abbreviations. (p. 73)
- _____ Uses question marks appropriately: interrogative sentence. (p. 73)
- _____ Uses commas appropriately: dates and addresses. (p. 73)
- _____ Uses quotation marks appropriately. (p. 73)
- _____ Uses apostrophes appropriately. (p. 73)
- _____ Uses hyphens appropriately. (p. 73)
- _____ Uses colons appropriately. (p. 73)
- _____ Uses capital letters appropriately. (p. 73)
- _____ Writes increasingly complex stories using more precise descriptive words etc. (p. 73)
- _____ Uses margins appropriately. (p. 73)
- _____ Uses the appropriate form of written language in illustrations. (p. 73)
- _____ Uses the appropriate form of written language in letters, e.g. invitation and thanks. (p. 73)
- _____ Uses the appropriate form of written language in paragraphs. (p. 73)
- _____ Uses the appropriate form of written language in lists. (p. 73)
- _____ Uses the appropriate form of written language in directions. (p. 73)
- _____ Uses the appropriate form of written language in simple charts and graphs.(p.73)
- _____ Uses the appropriate form of written language in short advertisements. (p. 73)



APPENDIX C

RESOURCES

RESOURCES - LISTENING

Auditory Class and Language Sequencing - Milliken
Auditory Discrimination Game - Modern Education Corporation
Auditory Figure Ground - Developmental Learning Materials
Auditory Memory - Developmental Learning Materials
Auditory Memory for Direction - Milliken
Auditory Memory for Sounds - Milliken
Auditory Training (Familiar Sounds) - Developmental Learning Materials
Children's Folk Tales and Legends - Milliken
EARS - Early Approaches to Reading Skills - Scholastic Book Services
Easel Listening Games and Individual Listening Games - Acadia Press
Fairy Tales/Aesop's Fables - Milliken
Learn to Listen - Ideal School Supply Co.
Listen - Ginn and Co.
Listen and Say Respondette Series - Go-Mo Products
Listen and Think Listening Tapes - Science Research Associates
Listening Appreciation Activities - Milliken
Listening Clearly - Lakeshore
Listening Skills Program - Scholastic Book Services
Listening Skills Program - Science Research Associates
A Nelephant Named Godfrey - Gage Publishing
Peabody Language Development Kit - Psycan
Record Books - MacDonald
Sound Absurdities - Learning Development Aids
Sound Lotto - Learning Development Aids

Sound Stories - Lakeshore

Sounds to Words - Milliken

Super Sounds - Instructo

Tell Again Story Cards - McGraw-Hill Ryerson

Terry the Terrible Dictates Directions - Media Materials Inc.

Verbal Absurdities - Lakeshore

RESOURCES - VIEWING

Action Cards Set - Learning Development Aids

Alike Because - Ginn and Co.

Camouflaged Animal Cards - Developmental Learning Materials

Changes

Classification - Learning Development Aids

Classification By Use - Learning Development Aids

Classification of Objects - Learning Development Aids

Communities in Action - Science Research Associates

Fact or Opinion Learning Centre Activity - Instructo/McGraw-Hill

Flip-Flap - Learning Development Aids

Free To Be ... You and Me - McGraw-Hill Ryerson

Functional Signs - Developmental Learning Materials

I Might Feel ... Self Awareness Posters - Educator Supplies Ltd.

I Wonder Posters - Psycan

Just Imagine Posters - Trend Enterprises Ltd.

Language Building Cards - Interstate Printers and Publishers

Learning About Human Relationships - David C. Cook

Let's Talk About Series - Scholar's Choice

Living Parts and Wholes - Ginn and Co.

Look n' Do Cards - Trend Enterprises Ltd.

MacDonald Starter Series - MacDonald

Open Ended Sequence Cards - Ginn and Co.

Peabody Articulation Cards - Psycan

Peabody Language Development Kits - Psycan

Photo Sequence Cards - Modern Education Corporation

Photographic Sequences - Learning Development Aids

Problem Solving Cards - Modern Education Corporation

Program of Affective Learning - Developmental Learning Materials

Science Sequence Cards - Ginn and Co.

See How You Feel - Learning Development Aids

Seeing Clearly - Lakeshore

Self-Told Tales - Educator Supplies

Sequence Picture Cards - Ginn and Co.

Sequential Picture Cards - Developmental Learning Materials

Sequential Thinking Concept Cards - Learning Development Aids

Story Sequence Learning Centre - Instructo/McGraw-Hill

Study Prints - Instructo

Survival Signs - Ideal School Supply

Teaching Pictures - David C. Cook

Tell Again Story Cards - McGraw-Hill Ryerson

Tell What Part is Missing Story Cards - Milton Bradley

Think Again - Learning Development Aids

Touching Things - Ginn and Co.

What Follows - Milton Bradley

What Would You Do? - Learning Development Aids

What's Happening - Ginn and Co.

What's Wrong Here - Ginn and Co.

What's Wrong Posters - Ginn and Co.

Why Because - Learning Development Aids

Visual Closure Cards - Modern Education Corp.

Visual Communication Skills - Scholar's Choice

Your Five Senses - David C. Cook

RESOURCES - SPEAKING

Action Cards - Learning Development Aids

Alike Because - Ginn and Co.

Associations - Ginn and Co.

Basic Set of Word Making Cards - Word Making Productions

Basic Vocabulary Study Cards - Dormac Inc.

Building Sentences Step-by-Step - Dormac Inc.

Categories: Varied - Ginn and Co.

The Caveman Plural Centre - Instructo/McGraw-Hill

Classification - Learning Development Aids

Classification by Use - Learning Development Aids

Classification of Objects - Learning Development Aids

Classification/Opposites/Sequences - Ideal School Supply

Color and Shape Posters - Ginn and Co.

Color Recognition Set - Louise Kiil and Son

Create-A-Story Series - MacDonald

Developmental Syntax Program - Learning Concepts

Distar Language - Science Research Associates

DUSO - Psycan

Five Senses Bulletin Board - Trend Enterprises

Flip-Flap - Learning Development Aids

Functions Picture Cards - Ginn and Co.

Help Yourself Books - Learning Development Aids

Imaginative Adjectives and Prepositions - Dormac

Language Association Boards - Modern Education Corporation

Language Association Builders - Modern Education Corporation

Language Rehabilitation Program - Ginn and Co.

Learning About Human Relationships - David C. Cook

Learning Concepts Program for Preschool and Primary Children -

Lessons in Syntax - Dormac Inc.

Let's Make Faces - Trend Enterprises

Let's Talk About - Scholar's Choice

Listen and Think Listening Tapes - Science Research Associates

Listen 'n Say Respondette Series - Go-Mo Products

Living Parts and Wholes - Ginn and Co.

MacDonald Starter Series - MacDonald Co.

Opposites Concept Cards - Ginn and Co.

Opposites Picture Cards - Learning Development Aids

Parts and Wholes - Ginn and Co.

Parts of Speech - Ginn and Co.

Peabody Articulation Cards - Psycan

Peabody Language Development Kits - Psycan

Photo Sequence Cards - Modern Education Corporation

Places and Things - Modern Education Corporation

Points of View - Developmental Learning Materials

Positions Color Cards - Ginn and Co.

Problem Solving Cards - Modern Education Corporation

Pronoun Parade - Dexter-Westbrook Ltd.

See How You Feel - Learning Development Aids

Sensitivity - Developmental Learning Materials

Sentence Sharpies - Ginn and Co.

Sequence Picture Cards - Ginn and Co.

Sequential Thinking Concept Cards - Learning Development Aids

Singulars and Plurals - Ginn and Co.

Social Development - David C. Cook

Speech and Language Materials - Ginn and Co.

The Telephone Bulletin Board - Trend Enterprises

Tell-A-Tale Cards - Ginn and Co.

Tell Again Story Cards - McGraw-Hill Ryerson

Tell What Part is Missing Cards - Milton Bradley

Terry the Terrible Dictates Directions - Media Materials Inc.

Verbs, Verbs, Verbs - Dormac

Visual Closure Cards - Modern Education Corporation

What Do You Think of That and Other Stories - Gage

What's Happening - Ginn and Co.

What's Missing - Ginn and Co.

What's Wrong Cards - Learning Development Aids

What's Wrong Here - Ginn and Co.

What's Wrong Posters - Learning Development Aids

What Would You Do? - Learning Development Aids

Why - Because - Learning Development Aids

Your Five Senses - David C. Cook

RESOURCES - READING

Auditory Discrimination Game - Modern Education Corporation
Auto Phonics - Auto Phonics Publishing Co.
Basic Set of Word Making Cards - Work Making Production Inc.
Basic Skills for Everyone - Cebco/Standard Publishing
Basic Skills in Following Directions - CEBCOL Standard Publishing
Basic Skills on the Job - Cebco/Standard Publishing
Build-In! - Remedial Education Press
Card Match-Ups - Developmental Learning Materials
The Caveman Plural Centre - Instructo/McGraw-Hill
Check and Double Check - Scholar's Choice
Comprehension: Main Ideas - Instructo/McGraw-Hill
Consumer Sequential Cards - Developmental Learning Materials
Create-A-Story - MacDonald
Developing Comprehension in Reading - J.M. Dent
Developing the Listening Skills - Educational Activities Inc.
End in E Game - Ideal School Supply Co.
Erie Program - Teaching Resources
Favorite Nursery Rhymes - Instructo
Finding A Good Used Car - Janus/Science Research Associates
First Pictures - Learning Development Aids
Flip-Flap - Learning Development Aids
Following Directions - Instructo
Forms in Your Life - Globe/Modern Curriculum Press
Funtime Books - Children's Press
Fun With Capital and Lower Case Letters - Instructo/McGraw-Hill

Getting Around Cities and Towns - Janus/Science Research Associates
Go Fish Series - Remedial Education Press
Group Sounding Game - Thomas Nelson and Sons
How to Read a Map - Interpretive Education
Increasing Comprehension - Globe/Modern Curriculum Press
Independent Living Sequential Cards - Developmental Learning Materials
Inferential Thinking - Instructo
Instructional Packs - Dexter/Westbrook Ltd.
Janus Job Interview Guide - Janus/Science Research Associates
Janus Job Planner - Janus Science Research Associates
Kids Like Us - Evans Brothers
Knights of the Sound Table Cards - Go-Mo Products
Learning to Look - Learning Development Cards
The Learning Skill Series - McGraw-Hill
Library Skills for Primary Grades - Milliken
Listen and Hear Program - McGraw-Hill Ryerson
Listening Skills Program - Scholastic Book Services
Living Parts and Wholes - Ginn and Co.
MacDonald Starters - MacDonald
Main Ideas and Details - Instructo
Match Upper and Lower Case Letters - Dexter/Westbrook Inc.
My Job Application File - Janus/Science Research Associates
A Nelephant Named Godfrey - Gage
Organizing Information - Modern Curriculum Press
Pacemaker Vocational Readers - Copp Clark
Peabody Articulation Cards - Psycan
People Working Today Series - Janus/Science Research Associates

Phonics Workbooks - Globe/Modern Curriculum Press

Photographic Sequence - Learning Development Aids

Picture Sequence Cards - Modern Education Corporation

Reading a Newspaper - Janus

Reading for Survival - Frank E. Richards

Reading Schedules - Janus

Reading Skills: Drawing Conclusions - Frank Schaffer

Real Experiences: Language in Everyday Use - Globe Book Co.

Remedial Reading Drills - Ideal School Supply Co.

Rhyming Kittens - Instructo

Scene Sequence Cards - Milton Bradley

Schoolhouse Kit - Science Research Associates

Search and Research - Creative Teaching Press

Self-Told Tales - Educator Supplies Ltd.

Sequential Thinking Concept Cards - Learning Development Aids

Serial Sequencing Cards - Modern Education Corporation

Shape Analysis Matching Cards - Philograph Publications

Skills for Learning Program - Educational Programmers Inc.

Skills Manual Series - Educational Programmers Inc.

Sort and Sound Vowel Digraph Cards -

Story Sequence - Instructo/McGraw-Hill

Supermarket Language - Janus/Science Research Associates

Survival Reading Task Cards - Teacher Exchange of San Francisco

Tactile Learning Cards - Globe Modern Curriculum Press

Take - Thomas Nelson and Sons

Training in Some Prerequisites for Beginning Reading - Educators Publishing
Service

Using References - Globe/Modern Curriculum Press

Using the Want Ads - Janus/Science Research Associates

Visual Memory Cards - Developmental Learning Materials

Vowel-R-Blends - Ginn and Co.

Vowel Sounds Snap Game - Didax Teaching Aids and Learning Resources

We Study Word Shapes - Dexter/Westbrook Ltd.

Webster Word Wheels - McGraw-Hill

What's Happening - Ginn and Co.

Why - Because - Learning Development Aids

Word Blends - Kenworthy Educational Service

Word Configurations - Ginn and Co.

Word Families - Ginn and Co.

Word Family Fun - Ginn and Co.

Working With Facts and Details - Modern Curriculum Press

RESOURCES - VOCABULARY DEVELOPMENT

Classification - Learning Development Aids

Classification of Objects - Learning Development Aids

Clothing Language -

The Courtis-Watters Illustrated Golden Dictionary - Western Publishing

Crossword Puzzles - Scholastic Book Services

The Dolch Basic Reading Series - Singer Education and Training Products

Drugstore Language - Janus/Science Research Associates

Entertainment Language - Janus/Science Research Associates

Group Size Popper Words - Thomas Nelson and Sons

Homograph Poster Cards - Milton Bradley

How to Use the Dictionary - Instructo/McGraw-Hill

I Can Make It On My Own - Goodyear Publishing

In Other Words - Scott, Foresman Inc.

Instructional Aid Kits - Dexter/Westbrook Inc.

Instructo Curriculum Materials - Instructo

Job Application Language - Janus/Science Research Associates

Kinesthetic Alphabet - Play Skool

Learning Basic Skills Through Music - J.M. Dent and Sons

Learning Centre - Poetry Potpourri - Instructo/McGraw-Hill

Listening Skills Program - Scholastic Book Services

Match Upper and Lower Case Letters - Dexter/Westbrook Ltd.

Metrics for Beginners - Instructo Curriculum Materials

Opposite Concept Cards - Learning Development Aids

Phonics Workbooks - Globe/Modern Curriculum Press

Press and Check Bingo Games - Milton Bradley

Restaurant Language -
Road Signs of the Times -
Search and Research Set - Creative Teaching Press
See How You Feel - Learning Development Aids
Serial Sequencing Cards - Modern Education Corporation
Sight Words for the Seventies - Book Lab Inc.
Spatial Relationship Concept Cards - Learning Development Aids
Structural Reading - Random House of Canada
Supermarket Language - Janus/Science Research Associates
Survival Signs - Ideal School Supply Co.
Touch Type - Modern Education Corporation
Training for Independence: Recognition of Functional Words - Developmental
Learning Materials
Understanding Our Feelings - Instructo/McGraw-Hill
Verbs, Verbs, Verbs - Dromac
Vocabulary Building Exercises for the Young Adult - Dormac Inc.
Words to Use: A Primary Thesaurus - Gage

RESOURCES - PRE-SPELLING

Auditory Discrimination Game - Modern Education Corporation

Basic Set of Word Making Cards - Word Making Productions Inc.

Categories Varied - Ginn and Co.

Classification by Use - Learning Development Aids

Consonant Sounds Program - Milton Bradley

Create-A-Story - MacDonald

Developmental Syntax Program - Learning Concepts

Dolch Word Lists: The Essential Spelling List - MacMillan

Go Fish Series - Remedial Education Press

Group Sounding Game - Garrad Publishing Co.

New Phonics We Use - McGraw-Hill Ryerson

Open-Ended Sequence Cards - Ginn and Co.

Peabody Language Kits - Psycan

Phonics Workbooks - Globe/Modern Curriculum Press

Record Books - MacDonald

Rhyming Kittens - Instructo

Schoolhouse Word Attack Skills - Science Research Associates

Sequence Picture Cards - Ginn and Co.

Sight Words for the Seventies - Book Lab Inc.

Spill and Spell - Scholar's Choice

Study Prints - Instructo

Tell Again Story Cards - McGraw-Hill Ryerson

Tell-A-Tale Cards - Ginn and Co.

Word Family Fun - Moyer-Vico Ltd.

RESOURCES - SPELLING

All About Consonants - Auto Phonics Publishing Co.
Auditory Discrimination Game - Modern Education Corporation
Auto Phonics - Auto Phonics Publishing Co.
Basic Set of Word-Making Cards - Word Making Productions
Building Sentences Step-by-Step - Dormac Inc.
Caveman Plurals Centre - Instructo/McGraw-Hill
Check and Double Chick - Scholar's Choice
Consonant Vowel Blend Matching Cards - Philograph Publishing
The Essential Spelling List - MacMillan
Instructional Aid Kit - Dexter/Westbrook Ltd.
Instructional Aid Packs - Dexter/Westbrook Ltd.
Listening Skills Program - Scholastic Book Service
New Phonics We Use - McGraw-Hill Ryerson
Phonics is Fun - Globe/Modern Curriculum Press
Phonics Workbooks - Globe/Modern Curriculum Press
Press and Check Bingo - Milton Bradley
Remedial Reading Drills - Ideal School Supply Co.
Schoolhouse Word Attack Skills - Science Research Associates
Sight Words for the Seventies - Book Lab
Singulars and Plurals - Dromac
Special Kids Stuff - Incentive Publications
Spill and Spell - Scholar's Choice
Verbs, Verbs, Verbs - Dormac

RESOURCES - HANDWRITING

Advanced Cursive Handwriting Spirit Masters - Peterson

Alphabet Practice Cards - Ideal School Supply Co.

Alphabet Stencils - Ginn and Co.

Alphabet Wagon Train - Instructo

Building Language Skills -

Cursive Handwriting Spirit Masters - Peterson

Cursive Handwriting Duplicating Masters - Milliken

Cursive Letter Connections - Milliken

Dubnoff School Programs - Ginn and Co.

Dubnoff Write-On Cards - Ginn and Co.

Flocked Alphabet Wall Cards - Ideal School Supply Co.

Hancy Alphabet - Ginn and Co.

Hancy Numerals - Ginn and Co.

Handwriting Books - Lyons and Carnahan

Handwriting With Write and See Books - Lyons and Carnahan

I Can Write Stories - Basic Writing Course - Gage

Jumbo Tactilmat Pegboards - Ginn and Co.

Kinesthetic Trace-The-Letter Cards - Instructo

Learn to Write Cards - Milton Bradley

Learning Centre Activities - Instructo/McGraw-Hill

Learning Skills Series - McGraw-Hill

Learning to Form Letters - McGraw-Hill

Learning When to Capitalize - Instructo/McGraw-Hill

Manuscript Handwriting Spirit Masters - Peterson

Manuscript Letters and Numerals Duplicating Masters - Milliken
Math Signs - Trend Enterprises
Motor Co-ordination Chalkboards - Modern Education Corporation
Name Writing - Hubbard
Perceptual Enhancement Workbooks - Modern Education Corporation
Pre-Handwriting Strokes Duplicating Book - Lakeshore
Pre-Space Primary Paper - Ideal School Supply
Punctuation Patterns - Milton Bradley
Punctuation: Periods, Questions and Exclamation Marks - Instructo/McGraw-Hill
Punctuation Pointers - Trend Enterprises
Right Line Chalkboard - Kahl's Inc.
Right Line Paper - Kahl's Inc.
Self-Adhesive Desk Strips - Instructo
Sequential Development Alphabet Cards - Ideal School Supply Company
Sharpening Letter Writing Skills - Instructo/McGraw-Hill
Visual Memory Cards - Developmental Learning Materials
Wipe Clean Card Book - Milliken
Writing is Fun - Weber-Costello

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